

Summer 1988

Nonpareil, v72n3, Summer 1988

University of Northern Iowa Alumni Association

Copyright ©1988 University of Northern Iowa

Follow this and additional works at: <https://scholarworks.uni.edu/nonpareilnews>



Part of the [Higher Education Commons](#)

Let us know how access to this document benefits you

Recommended Citation

University of Northern Iowa Alumni Association, "Nonpareil, v72n3, Summer 1988" (1988). *Nonpareil*. 1.
<https://scholarworks.uni.edu/nonpareilnews/1>

This Magazine is brought to you for free and open access by the UNI Alumni Association at UNI ScholarWorks. It has been accepted for inclusion in Nonpareil by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Northern Iowa

Nonpareil

Summer 1988

Recognition of relevance —
Liberal arts for modern life



Editor's Note

Points to ponder

As a student here in the mid-'70s, I took all of the required general education courses as a freshman and sophomore to "get them out of the way" as was the popular thought. Still, I remember enjoying Humanities I and II and classes such as Culture of India, American Politics, Intro to Film and other subjects that analyzed aspects of our society.

I also remember taking several writing classes, although none were required at the time, and two semesters of German because I wanted to know more about the people and country of my ancestry, an interest I began pursuing in high school.

Although not unique, I was in the minority because I took more courses than required outside my major. Most students I knew took only what was required and they were only concerned about courses in their majors.

Those first two years were tough. I was deluged with more information than my brain could possibly synthesize. When I finally started taking classes in my major, communication: radio/TV emphasis, and minor, journalism, it was a relief. I could see a light at the end of the tunnel. Finally, it seemed, there was a purpose to what I was learning. I could use the information to get a job, earn money and become a useful part of society.

Those were my goals and those of most of my fellow students. I would guess students feel the same way today. At that age it's hard to imagine there are more important points in life to be pondered than passing tomorrow's math exam in order to graduate.

It has taken me 12 years to recognize the full value of my liberal education. I'm sure in the meantime that knowledge undergirded my decisions and actions unconsciously.

Now the critical thinking that that education encouraged has blossomed. I suddenly want to read more classics, take a philosophy class, purge my environment and my body of unhealthy substances, and pursue work and research that will lend insight into the ills of society.

My recognition was slow in coming. But my education occurred at a time when liberal education was undervalued. No one talked about the importance of developing a philosophy of life or of questioning my beliefs.

In recent years, academia has come under fire for allowing its standards to slide — for catering to the calls for relevance. The result is that many universities are devising more rigorous programs. This fall Northern Iowa puts into effect its revised general education program.

The *Nonpareil* examines the changes, the rationale behind them and provides two views by a current and former student. Jean Hedrington and Melanie Hamer explore the benefits of a liberal education with respect to their personal lives and work. Also in this issue, Darrel Davis, UNI accounting professor and chairperson of the general education committee, gives his view of the change process.

Debbie Blake, B.A. '77

Cover: Photography by Bill Witt and Beth LaVelle. Actors — Tim McClain and Deb Davis. Special thanks to Costumer Jeannette Loebach and the staff at Theatre UNI.

The Northern Iowa

Nonpareil

Volume 72, Number 3
Summer 1988

Nonpareil, the new name of the University of Northern Iowa alumni magazine, means "having no equal." It signifies the uniqueness of the University, the Northern Iowa Alumni Association and you, the alumni and friends.

Editor/Debra J. Blake, B.A. '77
Designer/Elizabeth Conrad LaVelle
Photographers/Bill Witt, B.A. '72
Kara Mandel

Editorial Assistants/Jo Fredrickson, '88
Steve Jones
Carole Shelley Yates

Director, Office of Public
Relations /Susan M. Chilcott

Northern Iowa Alumni Association
Board of Directors 1987-88
Tom Paulson, B.A. '71, President
Mimi Kingsbury, B.A. '68, President-Elect
David Zwanziger, B.A. '65, Vice President
Joan Poe, 2-yr '52, Past President
Gary Shontz, M.A.E. '74, Ed.S. '81, Treasurer
Elly Leslie, B.A. '52, Executive Director
Edrie Adams, B.A. '36
Jo Arbuckle, B.A. '76
Paul Barnes, B.A. '62
Berdna Beach, B.A. '51, M.A. '75
Marlene Behn, B.A. '64
Shirley Berg, 2-yr '50
Kathy Braun, B.A. '67
Bob Dieter, B.A. '72
Roger Frederick, B.A. '73
Cindy Giunta, B.M. '82
Wesley Huisinga, B.A. '77
Bob Justis, B.A. '74
John Leahy, B.A. '85
Karen Mukai, B.A. '67, M.A. '78
Kate Murphy, B.A. '83
Lee Rainey, B.A. '70, M.A. '72
Polly Slife, 2-yr '42
Kevin Stahle, B.A. '71
Jim Thielen, B.A. '75
Junean Witham, B.A. '66
Carole Johnson, SAC President (ex officio)

The *Nonpareil* is published quarterly by the University of Northern Iowa, 1222 W. 27th St., Cedar Falls, Iowa 50614. Subscription to the *Nonpareil* is a free benefit of membership in the Northern Iowa Alumni Association. Membership dues are \$20 annually. Third class postage paid at Cedar Falls, Iowa 50613.

Letters to the editor are welcome, as are suggestions and contributions for articles and Class Notes. Call or write the *Nonpareil*, Office of Public Relations, University of Northern Iowa, Cedar Falls, Iowa 50614 (319) 273-2761.

The University of Northern Iowa is a non-discriminatory educational institution and employer, and does not discriminate on the basis of race, color, religion, national origin, sex, age, handicap or veteran status in any of its employment or educational policies, practices or procedures.

The University of Northern Iowa is a member of CASE, the Council for the Advancement and Support of Education.

Contents



2 The long view: general education for life

As Northern Iowa begins its new general education program, the Nonpareil presents two views on the merits of a liberal arts education.

4 Why Study Humanities?

7 Marrying liberal education and vocations

10 Good sports about studying

Excelling in athletics and academics breaks the stereotypical mold, and students who do reap the benefits.



15 Campus News

*Grassley gives University political papers
Endowed chair results from Hearst gift*

20 Bruce bucks non-believers

Earle Bruce and Northern Iowa strike a deal



22 Alumni Profile/Noel Bacon

A member of the famous Flying Tigers recalls his adventures

25 Alumni News

26 Class Notes

Milestones in alumni histories

31 Perspective

Darrel Davis lends insight into the changes in the general education program



he Long View: General Education for Life

by Debbie Blake, editor



he debates in faculty lounges and the Union Coffee House have subsided: arguments over the relevance of one discipline over another, the number of course hours a student should be expected to complete in four years and terminology (should the category

be communication skills or communication essentials, physical wellness or personal wellness).

After three years of discussion, hundreds of hours of committee meetings, long passionate speeches in Faculty Senate meetings and ruffled feelings, a new core of courses constituting a strengthened general education program will become reality this fall.

The impetus for change at the University of Northern Iowa began in 1984, when a university planning committee discovered widespread discontent with the current curriculum in a survey of faculty, staff and students. The committee recommended immediate action and urged the President to lead the way.

Northern Iowa's critical review came at a time when universities nationwide were questioning the effectiveness of their programs. The highly critical report, "A Nation at Risk," had been issued by the National Commission on Excellence in Education and was followed by a host of others decrying the nation's slack education system. These reports were followed by several books which produced provocative theories and remedies.

A common thread of thought that runs through all the studies, reports and books published on general education is the need for a universal cultural base. Allan Bloom called it "cultural relativism" in his highly debated book, *The Closing of the American Mind*. E.D. Hirsch, Jr. coined it "cultural literacy" in his book of the same name. In a third best seller on education simply titled, *College*, Ernest Boyer emphasized communication skills and the education of the "whole person" through cultural opportunities.

The crucial point of all the theories is that students need a background of diverse information to develop their thinking beyond the narrow view of the environment in which they grew up. Then and only then can they draw upon past references and inferences as new situations arise throughout their lives.

A basic understanding of significant events, people, and ideas including historical, scientific, religious, artistic, psychological, geographical and political precepts is essential. For example: when was the Civil War and why was it fought; what is social Darwinism and who was it named after; what do the names of Machiavelli, Mephistopheles, Zeus, Kant, and Barrett Browning stand for. As Hirsch explains it in *Cultural*

Literacy: What Every American Needs to Know, it's not so important to know exact dates or definitions, but to be able to place associations, to abstract basic premises, weigh them against others and draw conclusions.

Hirsch maintains that a universal base of knowledge is necessary for basic communication to take place — a shared understanding of concepts. As Grace Ann Hovet, associate professor of literature at the University of Northern Iowa, remarked recently in one of her classes, "Some of my students don't have a background in religion anymore and I end up explaining basic biblical concepts, such as who John the Baptist was and what the symbolism of an altar means, that previous generations of students understood without question."

The broadened view of education, essentially a liberal arts education, flies in the face of the popular relevancy theories. Over time, higher education has been besieged by calls for coursework that focuses on special interest subjects and preparation for specific careers. Furthermore, the '60s brought about a new freedom that allowed students to choose the courses they felt were relevant to their lives and career goals.

These two movements have provided for wide variations in program content from college to college and, within each institution, from student to student. Northern Iowa's new general education program addresses these problems narrowing the choices for students and providing a strong interdisciplinary core of courses that all students must take.

According to Darrel Davis, associate professor of accounting and chairperson of the University General Education Committee, Northern Iowa's program had "lost coherence and become a smorgasbord of class offerings." Davis adds that the guiding precepts of the committee were to fashion a program based on the "integrative" and "essential" (see "Perspective," p. 31).

The major changes in the new program include a reduction of categories from 12 to six and an increase in the number of required credit hours from 40 to 47. There are more courses required of all students and far fewer opportunities to choose from among a variety. A complete course listing is shown in the shaded box on p. 6.

Students will also be expected to complete a foreign language requirement, either through high school or University coursework. And the entire general education program will be characterized by demonstrations of written and analytical competency regardless of subject.

The bottom line is an education that prepares students for life; for career changes, global awareness, technological progress, cultural diversity and intellectual insight. The how *and* the why.

Why Study Humanities?

by Jean Hedrington



enrolled in Humanities II this fall (1987) at the University of Northern Iowa, not only to fulfill a general education requirement, but also to complement my summer course study of Survey of Art History II, covering approximately the same

time period. Two voices spoke to me prior to my study of humanities. The first was the voice of other students who generally regarded Humanities, at best, a boring 'have-to' class that one grinds through with lots of reading, heavy memorization, and grueling exams. An inviting picture was not painted in my mind.

The other voice was that of an elderly Christian friend, whom I greatly respect as a pillar of faith and student of the Scriptures. Her impression of humanities was associated with the idea of secular humanism that justifiably concerns some Christians as "a deifying of self-tending to exclude the possibility of belief in a providential God." (Rev. Jim Guyer, Westminster Presbyterian Church, Waterloo, Iowa.)

Given those two introductory views, I decided to maintain an open mind as I approached the class. An unexpected overall result was that, throughout the course, I found myself respecting the past, reflecting more on the present, and revering the future far more than I ever previously had done.

To preface, as I write this, I am a 34 year old, non-traditional transfer student of junior status, a wife, and a mother of two children, ages fifteen and nine. My age and background weigh heavily on how I processed the information of the course. Also, the fact that I have an offspring launching into the world and college in just three years has greater impact on the importance I hold of the kind of world we are structuring for future generations.

In addition, I come from a strong Biblical point of reference from which I discern my understanding of life and humanity. While I have not taken Humanities I, I have gained a background of earlier civilizations through an intensive study of the Old and New Testaments and the contexts of history in which they were lived and written. (I completed a two-and-one half year teacher's course of the Bethel Series, an adult Bible overview course offered through local churches.)

These combined studies of human history and human nature, as explored through literature, art, philosophy, culture, and religion, have not only increased my factual knowledge, but exposed me to the roots of my own

society, pioneered by my European ancestors. My study has transferred me to other places and times with different issues; asking numerous questions:

- What kind of lifestyle would I live here?
- How could I handle this situation?
- Would I be allowed to speak my mind, or would society dictate that I blend in with the masses, just having to accept my lot?
- How would I spend my time?
- Would I have the privilege to learn a skill or study?
- What form of entertainment of the day would I most enjoy?
- How is history or human nature repeating itself today like this time period?
- What would my world be like today if these people hadn't done this or that?
- What values have we gained and/or lost?
- How did their faith serve them and how did they serve their faith?

Mentally connecting with people of the past, as I question, reflect on and concern myself with my world today, creates a more integrated, enriched perspective through which I evaluate life's meaning and purpose. I find my ideologies dipping into parts of ideologies of the past, and at the same time, giving root to a more complete understanding of my own personal humanity.

I identify somewhat with women suffragettes, as one who has lived my early adult life during the acceleration of the feminist movement. My idea of a whole individual as an intellectually, emotionally, physically, spiritually, and socially integrated human being touches base with the age of science and reason of the sixteenth and seventeenth centuries; to discover our world through our faculties is an appropriate use of them.

However, our intelligence and reason are creations of God, as is our natural world. The integrated image also touches base with the age of romanticism; humans, created in the image of God, are creative, intuitive, feeling, as He is, and each individual is to be valued for his or her own uniqueness, as God values us. In these contexts, I can reconcile humanism with religion as the early humanists tried to do.

"Galileo contended that scientific theory and religious piety were compatible . . . [He] argued that God had revealed truth in both the Bible and physical nature and that the truth of physical nature did not contradict the Bible if the latter were properly understood."

However, the extreme of humanism that sidesteps or eliminates God, swings us off balance, in my opinion.



Jean Hedrington is a senior art major at the University of Northern Iowa.

The other extreme from which humanism was a logical reaction, was another Biblically inappropriate concept that humankind was helpless to figure out the world, aside from attributing its processes to the mysteries of God. I see that as a waste of the abilities and functions God created in us (and wouldn't be surprised if God weren't dismayed at it also).

Louis Neely, a former pastor, stated it this way, "We can be of such heavenly value, that we are of no earthly good." The study of humanities acquaints us with our broader relationship to the world, God, our brothers and sisters, and ourselves. Extreme humanism is merely a lopsided fragment of that relationship. Far from boring, the study of humanities has broadened my view and understanding of humanity. It has dealt with worldly and divine concerns that are relevant to our past, and present, as well as our future.

I agree with Oliver Wendell Holmes: "To understand what is happening today or what will happen in the future, I look back," a caption I saw on a photo-poster and recorded in my journal. Looking back in my lifetime, my high school and first college years were during the late sixties/early seventies generation that rejected the past and its established institutions. While not an activist of that time, I still was influenced by it.

It was an age characterized by a lack of foundation from the past, the unclear direction toward the future.

"Making a positive impact on our present and future necessitates looking back to learn from the successes and failures of the past."

Being the "Now-Generation" was our loss in the respect that we floated in time, disconnected from our historical heritage. We made a loud noise, then fizzled, yet I sense that our chapter in history is not yet closed. Because we also are the Baby Boomers, the Vietnam Vets, etc., a large impact will be made in the coming years as we move into the leadership roles of our country. But making a positive impact on our present and future necessitates looking back to learn from the successes and failures of the past.

As I survey the centuries, I realize that the bulk of my life will be lived and affected by what takes place in just one half of a century — an insignificant amount of time in some contexts, but in others, monumental. For instance, the twenty-five years of the High Renaissance gave us the period of the "exaltation of the artist as genius. No longer just a craftsman, he was a man of education, studying the sciences, languages, the history of Rome, the arts, and the humanities," according to Alan Schickman, assistant professor of art, UNI.

The three great artists of the time, Leonardo da Vinci, Michelangelo, and Raphael, turned the world upside-down with their superior achievements in art, architecture, and invention. From that point on, all previous art was considered primitive.

Similarly, this century has hosted unparalleled rapid change. The world of technology and communications is growing faster than we can keep up with. If it were possible, it would be interesting to see a video recording of the memory of a person who has been alive for the past one hundred years; the changes they've witnessed in their lifetime, the issues that they were most concerned with, how they felt and thought, and their personal opinions of the newsmakers of their day. Their lives impacted the first half of the twentieth century; how will this half be reflected in history and what part will I play in it?

"Awareness that I'm part of the collective body that moves humanity on its course through history challenges me to be a more active citizen."

At the beginning of the semester, after just a few class sessions in Humanities II, I wrote the following in a journal: "After just a brief beginning of studying some of the histories of the world, I am convinced that our country of America in this last half of the twentieth century, is the best of all places and times to be living in. We endure less oppression — religious, social, racial, and women, etc. than ever before in the history of humankind."

Humanities has given me a greater appreciation for the freedoms we enjoy, our constitutional form of government, and our opportunities in the late twentieth century. It has helped me to become less passive in larger concerns of my local, national, and world environment.

Sometimes before elections, I get so tired of all the chatter of politicians, that I'd just as soon forget the whole mess and not vote, just letting things happen without me — after all, I'm just one person. . . But then the thought nags me, "If everyone does the same, where will we be?" Awareness that I'm part of the

collective body that moves humanity on its course through history, gets me to the voting booth, and challenges me to be a more active citizen of my country. A greater knowledge of humanities thrusts me into political concerns and foreign affairs with a more informed viewpoint. It helps me care more about other peoples of the world and acknowledge their differing cultures and societies. It sparks my interest in understanding their way of thought.

In the words of Timothy O'Connor, associate professor of history, UNI, the study of humanities "is an exercise in the development of self-awareness and critical thinking." For me, it has been that and more. It has enhanced my comprehension of life and will continue to do so as I build on the knowledge I have gained and the thinking it has perpetuated. It has also been an integral part of my Christian growth in terms of a more inclusive regard for my fellow human beings, and in developing a more balanced discernment of people and situations.

General Education Program

(New Students Fall 1988)

Category 1: Civilizations and Cultures

11 hours

A. Humanities (8 hours required)

- 68:021 Humanities I (4 hrs.)
- 68:022 Humanities II (4 hrs.)

B. Non-Western Cultures (3 hours required)

- 68:121 Non-Western Cultures: Russia/Soviet Union (3 hrs.)
- 68:122 Non-Western Cultures: Japan (3 hrs.)
- 68:124 Foreign Area Studies: China (3 hrs.)
- 68:125 Foreign Area Studies: India (3 hrs.)
- 68:127 Foreign Area Studies: Middle East (3 hrs.)
- 68:128 Foreign Area Studies: Africa (3 hrs.)
- 68:132/99:132 Native North America (3 hrs.)
- 68:137/99:137 Native Central and South America (3 hrs.)
- 96:070 Latin American Civilization (3 hrs.)

Category 2: Fine Arts, Literature, Philosophy and Religion

6 hours

A. Fine Arts (3 hours required)

- 42:034 Survey of Dance History (3 hrs.)
- 50:044 Theatrical Arts and Society (3 hrs.)
- 52:020 Our Musical Heritage (3 hrs.)
- 52:030 Music of Our Time (3 hrs.)
- 60:002 Visual Inventions (3 hrs.)
- 60:004 Visual Perceptions (3 hrs.)

B. Literature, Philosophy, or Religion (3 hours required)

- 62:031 Introduction to Literature (3 hrs.)
- 64:124 Religions of the World (3 hrs.)
- 65:021 Philosophy: Basic Questions (3 hrs.)

Category 3: Natural Science and Technology

9 hours

A. Sphere I (3 or 4 hours required)

- 82:031 Activity-Based Science I (4 hrs.)*
- 84:012 Energy and Life (3 hrs.) (One year of high school chemistry or equivalent.)
- 86:010 Principles of Chemistry (3 or 4 hrs.)*
- 87:031 Physical Geology (4 hrs.)* (One year of high school chemistry or equivalent.)
- 88:011 Conceptual Physics (4 hrs.)*
- 88:012 Elements of Physics (3 hrs.)

B. Sphere II (3 or 4 hours required)

- 83:032 Activity-Based Science II (4 hrs.)*
- 84:014 Continuity of Life (3 hrs.)
- 84:015 Laboratory in Life Science (1 hr.)
- 87:010 Astronomy (3 hrs.)
- 87:021 Elements of Weather (3 hrs.)
- 87:032 Life Through Time (3 hrs.)
- 97:031 Physical Geography (3 or 4 hrs.)*
- 99:010 Human Origins (3 hrs.)

*Lab included if 4-hour course is elected.

C. Capstone (2 hours required)

- 82:140 Environment, Technology, and Society (2 hrs.) (Student must have completed Sphere II and have junior or senior standing.)

Category 4: Social Science

9 hours

A. Group A

- 31:053 Human Identity and Relationships (3 hrs.)

- 40:008 Introduction to Psychology (3 hrs.)

- 97:010 Human Geography (3 hrs.)

- 98:058 Principles of Sociology (3 hrs.)

- 99:011 Culture, Nature and Society (3 hrs.)

B. Group B

- 90:023 American Civilization (3 hrs.)
- 92:024 Economics for General Education (3 hrs.)
- 94:015 American Government in a Comparative Perspective (3 hrs.)
- 94:026 World Politics (3 hrs.)
- 97:025 World Geography (3 hrs.)

C. Group C

- 45:041 Social Welfare: A World View (3 hrs.)
- 45:045/98:045 American Racial Minorities (3 hrs.)
- 90:020 Women, Men and Society (3 hrs.)

Category 5: Communication Essentials

9 hours*

A. Writing and Reading (3 hours required)

- 62:005 Introduction to College Writing (3 hrs.)

B. Speaking and Listening (3 hours required)*

- 50:023 Oral Communication (3 hrs.)

C. Quantitative Techniques and Understanding (3 hours required)

- 80:023 Mathematics in Decision Making**

Category 6: Personal Wellness

3 hours

- 44:010 Personal Wellness (3 hrs.)

TOTAL

47 hours*

Marrying liberal education and vocations

A case for the liberal education of the dental hygienist

by Melanie R. Hamer, B.A. '70



Since the 4th century B.C., arguments have pitted the relative merits of a liberal arts education against those of

vocationalism. The liberal arts, with its classic traditions and broad curricular base, for centuries has been touted as the education of the privileged class, while a practical course of study benefitted the artisan and others needing a more immediate occupation. Since the late 1960s, vocationalism has enjoyed a period of intense popularity in the American educational system. Like the artisan of earlier ages, the vocational student upon completion of a program is able to assume an entry level position in a specific career area.

Within the last decade, a move to revitalize the liberal arts curriculum has been gaining momentum. In a rapidly changing technological society, the skills possessed by the liberal arts graduate are being reexamined. To many educators, what is needed is a precise blend of career-specific subjects and core courses that impart the more enduring qualities of the liberal arts graduate.

Historian Henry Adams stated, "What one knows is, in youth, of little moment; they know enough who know how to learn." Although the curriculum of the liberal arts has changed, its underlying concept has not. Through the study of the seven classic liberal arts — the "trivium" of grammar, logic, and rhetoric, and the "quadrivium" of arithmetic, geometry, astronomy, and music — the student of Aristotle's time sought to master the whole of available knowledge.

Centuries later, John Henry Cardinal Newman, in an 1852 treatise on education acknowledged the decidedly intellectual character of the liberal arts. To think rationally, said Newman, is to "take a view of things." To take a view of things is to contemplate many specifics, and, in so doing, to extract the commonality from them all. In Newman's statement is embodied the central theme of a liberal arts education.

Development of the mental powers that would allow the learner to apply concepts from one study to another

"What we should aim at producing is men (and women) who possess both culture and expert knowledge in some special direction. Their expert knowledge will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art."

A.N. Whitehead, *The Aims of Education and Other Essays*

came through relentless pursuit of a range of subjects, including Latin, Greek and mathematics. The fact that many, if not all, of the subjects studied were unrelated to the student's chosen occupation was not a cause for concern. Practicality ranked second in importance to the development of persistence and self-discipline, qualities which were believed to result from the

undertaking of difficult, albeit esoteric, subject matter. This reasoning came to be known as the "mental discipline theory" and was articulated in the Yale Report of 1828.

The beginning of the nineteenth century saw the first serious challenge to the perceived timeless curriculum of the liberal arts. The Enlightenment of the previous century had introduced skepticism toward established practices, and scientific advances foreshadowed the Industrial Revolution. Institutions of higher education such as the University of Virginia and the Rensselaer Polytechnical Institute were founded in the early nineteenth century with prominent industrial and agricultural offerings in their curricula.

Especially in a vigorous young America, the cry for relevance in education began to overshadow the concept of mental discipline embodied in the liberal arts. With the advent of the land-grant colleges enabled by the Morrill Act of 1862, and with such champions as pragmatist John Dewey and Charles T. Eliot of Harvard, the concept of utilitarianism in education — "specific learning for a specific purpose" — was born in America. Also termed vocationalism, it has persisted into the 1980s.

The rising tide of vocationalism, while shaking the liberal arts tradition to the core, did not succeed in unseating it completely. Bolstered by early twentieth century humanists such as Norman Foerster and Irving Babbitt, the liberal arts advocates hung on grimly, despite claims by critics that their educational system was outmoded and elitist.

In the 1930s, the liberal arts found a new advocate in the person of Robert M. Hutchins of the University of Chicago, and his colleague, Mortimer J. Adler. Intellectual excellence, they stated in 1936, was indeed "the proper aim



Melanie Hamer is an instructor of dental hygiene at Hawkeye Institute of Technology, Waterloo.

of education in all societies,” but an intellectual excellence founded upon rational universal principles, not upon the pursuit of irrelevant subject matter for the mental discipline supposedly acquired. Intellectual excellence, according to Hutchins and Adler, was best found within the “great books,” works that are “contemporary to any epoch,” just as their product — the liberally educated person — is contemporary to any epoch.

Ralph Waldo Emerson once stated that “a man must be a man before he can be a good farmer, tradesman, or engineer.” Still holding to the concept of an “education that is universal rather than provincial,” the modern liberal arts curriculum consists predominantly of three main branches of knowledge. The humanities encompass the areas of literature, language, philosophy, fine arts, and history.

A second branch is the natural sciences: biology, physics, chemistry, earth science, and mathematics. The social sciences — economics, political science, sociology, psychology, geography, and anthropology — constitute a third. In particular, the humanities — the so-called “arts and letters” — hearken back to the classic “trivium” and impart to the liberal arts curriculum its timelessness, a quality as enduring as the rational nature of humanity.

If one is to believe the trend of the last century and a

‘Viability therefore must depend upon producing graduates who have ‘learned how to learn’ — the primary function of a liberal arts education.’

half, one may well conclude that vocationalism will not acquiesce to the liberal arts in the foreseeable future. Responses among educators have ranged from a declaration that the liberal arts are dead to the suggestion that a marriage of vocationalism and the liberal arts is not only desirable but mandatory for survival in a rapidly changing postindustrial society. The latter concept may be attractive for various reasons.

Highly technical fields with a strong vocational emphasis are observing an ever-decreasing “occupational half-life” — the length of time for half the specialized knowledge to become obsolete. Viability therefore must depend upon producing graduates who have “learned how to learn” — the primary function of a liberal arts education.

Other fields seek redefinition of themselves as rapidly evolving external events, rather than changes in subject matter, shape their practice. Within the health professions, dental hygiene is currently facing this dilemma. As a technically-based field, dental hygiene is seeking to expand its knowledge base, to define itself in futuristic terms, and to acquire the autonomy to become a profession. In so doing, it is discovering an inadvertent ally within the liberal arts.

Established in 1913, dental hygiene has existed as an offshoot of the dental profession. Possessing limited autonomy and no distinct body of knowledge apart from that of dentistry, dental hygiene is poised on a dividing line between vocation and profession. Faced with imminent upheavals in the modes of health care delivery and with legislation proposing changes in the supervision of dental auxiliaries, dental hygiene is assuming a proactive stance regarding its future.

In 1984, the American Dental Hygienists’ Association (A.D.H.A.) conducted the first of three Dental Hygiene Education and Practice Workshops. Believing that dental hygiene had reached a crucial point in the delivery of health care to the public, the A.D.H.A., with input from prominent educators, sociologists, consumers, and health care professionals from related fields, formulated its vision of the future practice of dental hygiene. From subsequent workshops held in 1985 and in 1986 emerged the role of the dental hygienist of the future as *Clinician, Researcher, Health Promoter-Educator*,

Administrator-Manager, Consumer Advocate, and Change Agent.

While every dental hygienist may not choose to perform all roles in the course of his or her career, each role is perceived by A.D.H.A. as vital to successful future practice and to serving the best interests of the public and dental hygiene. As the role definitions emerged, it also became apparent that the present framework of dental hygiene education must be expanded to encompass a minimum requirement of a baccalaureate degree for the entry into dental hygiene practice. The current program requires a minimum of two years of academic study.

“It is an everlasting pity that so sharp a dichotomy has established itself in our minds between liberal education and vocational training, with the false implication that the former is somehow higher, though useless, and the latter, useful but somehow crass and demeaning,” stated philosopher Theodore Greene of Yale.

Although Greene’s statement was made over thirty years ago, its relevance to life and work is undiminished. While a liberal arts education may prepare one for “life,” a large share of life for most individuals is their job. Most people work or depend upon someone who works. The majority of one’s waking hours is spent on the job. One’s job is frequently a vital determinant of one’s lifestyle, citizenship, friends, and attitudes. While vocational training indeed confers specific skills which serve the needs of society and of the student, its benefits may be shortlived. If the nature of the job changes, part or all of the skills may not be applicable to the new position, and retraining will be necessary.

The average young graduate entering the work force can anticipate at least three career changes before he or she retires. Ninety-one percent of 3,000 arts-and-sciences alumni at the University of Virginia reported few similarities between college major and position currently held. The graduate of dental hygiene or of any program may discover that the lifelong skills are provided by the liberal arts component of a four-year baccalaureate program.

Kay Mescher, Associate Professor of Dental Hygiene at the University of Iowa, notes, “Since only 17 percent of the most recent [1982] graduates earned baccalaureate degrees and 40 percent have at least four years of post high school education, it would seem apparent that dental hygienists do not earn academic degrees which are commensurate with the length of their educational programs.”

Restructuring an already-lengthened curriculum with



a thoughtful blend of liberal arts and vocational courses leading to a baccalaureate degree will do much to ease that inequity. Furthermore, the longer educational period necessary to obtain an entry-level position in dental hygiene can be justified in many respects, foremost among which is the creation of a person suited for a lifetime of work.

The great rift between the liberal arts and vocationalism can be closed. Two educational traditions, once rivals, are not antithetical at all. In a way that Cardinal Newman never imagined, the liberal arts and vocationalism may indeed help society to “take a view of things.”

Harold C. Slavkin, a dentist, wrote the following tribute: “The liberal arts provide a context of values that give meaning and resonance to life. To the dentist [dental hygienist], physician, attorney, engineer, scientist, to the human of human beings, the liberal education implies an action upon our mental nature, our spirit, our being. Perhaps now is the time for rebirth, a time for a renaissance in higher education. Ah, what a treasure is to be discovered in each of us!”

Reprinted in part with permission from *Draftings in Liberal Education*, copyright 1987.



ERVING
GOFFMAN
OF TAI

Good sports about studying

by Carole Yates, freelance writer

Athletics and academics, often considered a mismatched pair, have worked hand in hand to the benefit of two University of Northern Iowa students.

Volleyball star, Mary Bernhardt, and football stand-out, Carl Boyd, believe that sports and studies contributed equally to their development as individuals.

Bernhardt, Northern Iowa volleyball setter and three-time Division I Academic All-American, believes "athletics and academics are both important. I always wanted to win on the volleyball court, but I knew volleyball was going to end. I also wanted to graduate with highest honors."

Boyd, successful Panther running back for three seasons, thinks of football as a hobby. "I always saw it as something extra, not the most important thing. My intention was always to secure a degree; that's always been first."

Boyd and Bernhardt made room for academics and athletics during their university years. In fact, they couldn't imagine a life without both. They defy the stereotypical image that athletes are not interested in academic success.

Boyd graduated in May, 1987, with a 3.1 grade point average (GPA) majoring in criminology/sociology. Bernhardt graduated in May, 1988, with a 3.8 GPA majoring in public relations.



For Bernhardt, organization was the key to combining successful academic and athletic careers. The scholar-athlete organized her study hours to stay ahead in her class work, especially during volleyball season. "It seemed the busier I was, the easier it was to keep everything in order."

Bernhardt, 1987 Gateway Conference Most Valuable Player, has had a lot of organizational practice. At Dike (Iowa) High School, she participated in a sport every season, was active in many extracurricular activities and was a member of the National Honor Society. She also used her organizational and academic skills at Northern Iowa where she took 15-16 hours of classes each semester and as a member of the volleyball team for

four years attended two and a half hours of practice daily, year-round.

"I told myself," the tall blond explains, "the smarter you are in class, the smarter you'll be on the court.' If I could concentrate, dedicate myself to homework and a task, then I could use the same skill on the court."

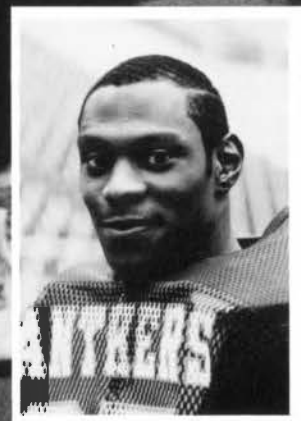
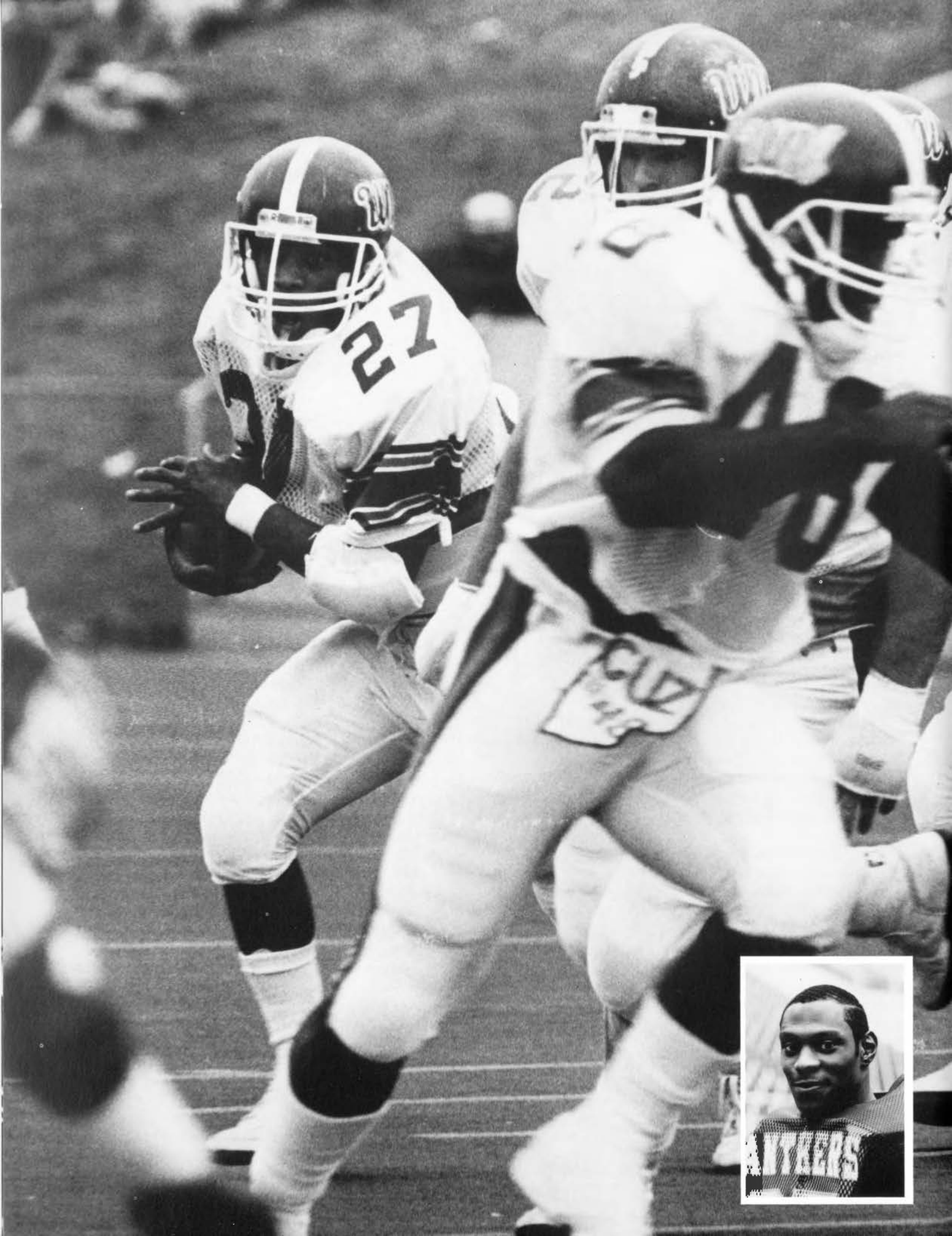
That discipline paid off during Bernhardt's Northern Iowa volleyball career academically and athletically. Last winter while playing in the Yugo East/West Collegiate Volleyball All-Star Classic in Stockton, California, Bernhardt received the first-ever Reebok Volleyball Scholar-Athlete of the Year award. Her grade point average was the highest of the 20 senior volleyball players chosen by coaches for that tournament. Reebok donated \$1,000 to the University of Northern Iowa in Bernhardt's name to establish an athletic scholarship.

Also named to the 1987 team for the Gateway Conference, the UNI senior joined elite company as a three-time first team GTE/CoSIDA (College Sports Information Directors of America) Division I Academic All-American. Only five others, all men, have ever received this honor three times.

CoSIDA members vote on the Academic All-Americans, choosing student-athletes based upon the highest standards of academic excellence and playing ability in each sport.

"After I received this award the first two times, I knew not many had earned it three times. I didn't

Mary Bernhardt participating in a group project in a public relations class.



"I was a student long before I became an athlete. Some players see football as their life, their future, but I always saw it as something extra."

want my grades to drop because there was an incentive to get the award the third year. But, I didn't think about that as I was playing," she says.

Since winning these awards and graduating, Bernhardt hasn't decided what public relations area to pursue. Although a career in sports writing seems natural, she's not limiting herself to sports or to Iowa. She has even considered trying out for the new women's professional volleyball league.

Volleyball Coach Iradge Ahrabi-Fard proudly points out that Bernhardt is one of many serious academicians on the volleyball squad which has a 3.18 team GPA. "Usually the type of girls we recruit are committed to education; they work hard to achieve their goals," he says. Their majors run the gamut from public relations to pre-med and the sciences.

Ahrabi-Fard thinks the team mood influenced the volleyball players' strong academic standing. "I was concerned about their grades and they were committed to their studies. They helped each other," the coach said.

Even though players need only a 2.0 GPA to play at the collegiate level, in volleyball Ahrabi-Fard is clearly unhappy if that is what a player earns.

"Athletics are a big part of life for these students, but they should know why they are in school and not lose sight of that," he said. "If I, as coach, keep that in mind, the students keep their priorities straight."

Carl Boyd, number 27, in action.

Carl Boyd, Panther running back who played his final season last fall, holds multiple school football records including the most touchdowns scored in a season (16), the most points scored in a season (98) and the highest total rushing attempts (655).

At the end of 1987, the co-captain's statistics showed a grand total of 1,987 yards receiving and 2,735 yards rushing. These athletic achievements earned Boyd a place on the 1987 first team All-Gateway Conference and the title of Offensive Player of the Year for the conference.

With all of these athletic records, Boyd is just as proud of his academic and extracurricular record at the University. He feels he spent four years at Northern Iowa successfully striking a balance between the athletic and academic worlds.

The 5-6" running back philosophizes, "I was a student long before I became an athlete. Some players see football as their life, their future, but I always saw it as something extra.

"I also learned that there's a circular effect between what you learn in football and in the classroom. In football, coaches teach you repetition and discipline, and you can use those skills in the classroom." Boyd's dedication to discipline proved even more beneficial when he was named one of four national finalists for the NCAA post-graduate scholarship.

Academics took on particular importance for Boyd who came to Northern Iowa from a South Chicago high school. Although he was a member of the National

Honor Society, his guidance counselor told him he wouldn't make it in college. "Sometimes when someone tells you you can't do something, that compels you to want to do it even more," Boyd explains.

Not only was Boyd compelled academically and athletically at Northern Iowa, he also felt obligated to use his leadership skills.

His busiest semester was fall, 1986, when he was co-captain of the football team, president of the Ethnic Minority Student Association, president of Omega Psi Phi social fraternity and was taking six classes. The extracurricular activities required much of Boyd's time during football season when he had already committed four hours a day for practice, Saturdays for games and Sunday afternoons for reviewing game films.

Boyd said simply, "I wouldn't assume those responsibilities if I weren't able to follow them through." He added with a grimace, "Extracurricular activities certainly cut down on my social life. That semester I spent a lot of time in the library."

While Boyd's extensive involvement required time, organization and commitment, he saw it as an opportunity to meet and learn from a variety of people and to achieve the balance he desired between sports and academics. "I grew up in an all black high school and neighborhood in South Chicago, so in Cedar Falls I found that not everyone is the same type of person — there are as many varieties as letters in the alphabet. This experience allowed me to grow."

"I thought at UNI it would be all football, football, football. That wasn't true. I learned that Mudra was coaching me in more than football — he was coaching me through life."

Boyd's adherence to the importance of academics also led him to pursue graduate work last fall in criminology and then into a job related to his criminology/sociology major. For the past year he has worked as an Employment Training Specialist for Area VII Job Training in Waterloo where he matches employers with potential employees.

"I interview economically-deprived clients, conduct pre-employment training and counsel people on how to keep their jobs. I really like the counseling part the most and feel like I'm succeeding in helping people," said Boyd. This fall he will be returning to school to pursue a law degree.

Boyd said his academic and athletic achievements are partly due to unconditional support from his family and to support from former Head Football Coach Darrell Mudra, whom Boyd calls "a good friend and mentor."

The criminology/sociology major fondly recalls Mudra's views on academics and athletics. "In football practice, Coach Mudra talked about the essence of leading a good life, of being a good citizen, and he stressed the importance of academics. For me, Mudra epitomizes what it means to be humanitarian."

Mudra's coaching philosophy intertwined athletics and academics. "I tried to identify skills players learned through athletics, like discipline, and made those skills a vital part of their total education."

He worked to help his players see the relationships and apply what they learned in football to other areas of their lives.

"We had the players three hours each day," Mudra states, "and we made sure the time we spent was significant and that the players perceived it as a good use of their time."

Mudra, who has a doctoral degree in educational psychology, intensely believes athletic programs can show athletes the connection between athletics and academic skills. He cites the Northern Iowa football program as an example of how to accomplish this goal. "Northern Iowa is one of the few athletic programs with its own academic adviser," Mudra notes. The adviser schedules tutors to help players in evening study halls, monitors the players' progress, and helps them register for appropriate schedules.

Mudra acknowledges that "there is a chance coaches have a value system that may put more value on athletics than academics. My own view is that in our society most people think it's a shame to waste intellectual talent. Most people have high regard for intellectual development."

Carl Boyd affirms that he found more than football in the Northern Iowa program. "I thought at UNI it would be all football, football, football. That wasn't true. The coaches didn't always holler about football. I learned that Mudra was coaching me in more than football — he was coaching me through life."

Campus News

Grassley donates political papers to alma mater

The University of Northern Iowa's Donald O. Rod Library is now the home of U.S. Senator Charles Grassley's, B.A. '55, M.A. '56, political papers. The papers, which cover his political career from 1958-1980, were presented by Grassley to the Library on June 2 during an official dedication ceremony.

"I want to bring home these papers to the environment that influenced my life and my career," Grassley says, adding he owes "much to the people of Iowa for the opportunities to serve them, and also to the people and the institution who prepared me for that service."

"I appreciated Iowa State Teacher's College as a student. I appreciate the University of Northern Iowa today. It's been a positive influence in my life. It is a 'common people's' university with a no-nonsense 'get-the-job-done' approach to education," he adds.

Grassley's political career began in 1958 in the Iowa legislature, where he served consecutive terms until his election to the U.S. House of Representatives in 1974. In 1980, he became a U.S. Senator.

He says the presentation of his official papers is "one small way I can acknowledge UNI's influence in my life." Grassley received both his bachelor's and master's degrees in political science.

President Constantine Curriss acknowledges that Northern Iowa has "great humility for the trust being placed in it" by Grassley.

After being processed, the papers will be available to the public for use in research and other educational pursuits. Gerald Peterson, special collections librarian, says the addition of the papers is a major part of Northern Iowa's special collections. "There are only 100 U.S. senators and we have received the papers of one of them. Grassley chose this University. That



Senator Charles Grassley, center seated, visits with Leland Sage, right seated, emeritus professor of history; Gerald Peterson, right standing, special collections director; Barbara Jones, library director; and William Lang, emeritus professor of history, at the official dedication ceremony.

distinguishes us and we are distinguished by having his papers."

Peterson says that many student research papers, theses and dissertations will evolve because of the availability of Grassley's papers. "It's a real sort of treasure to be mined by scholars and researchers of all types," he adds.

According to Peterson, the papers are valuable for several reasons. "They can be looked at very broadly as a collection of local, state and national affairs or they can be looked at narrowly as one person's career," he explains.

Another factor that increases the value of the papers is the period when they have been donated. "Grassley's career is flourishing now.

He has the courage and the integrity to donate public papers while he is still pursuing a public career," Peterson says.

Curriss also commends Grassley for his willingness to "open his public career to public scrutiny at a time when he is still serving in the public trust."

In the future, Grassley will continue to donate documents from his work as a U.S. Senator to the University. The papers just donated will be available for public use in several years, according to Peterson. They will be stored in the Rod Library's Special Collections Room in acid-free containers to prevent deterioration.

Gifted children may provide answers to problems

Puzzles that plague our society, such as the greenhouse effect that's causing seasonal temperatures to rise world-wide, may be solved by students who are identified as "gifted," according to Mary Frasier, one of the nation's foremost leaders in identifying gifted children and accommodating their needs.

"We need bright minds to help us solve some of the problems we are facing," Frasier says.

Frasier, associate professor in the Department of Education at the University of Georgia, Athens, spoke at Northern Iowa this June on "Identification of Giftedness in Underserved Populations" and "Curricular Needs of the Gifted: Cognitive and Affective."

She is the coordinator for the University of Georgia's Program for the Gifted, director of the university's Torrance Center for Creative Studies and is president of the National Association for Gifted Children. Her appearance at Northern Iowa was part of the 1988 Pallischeck Visiting Distinguished Professor Lecture Series.

"There is a growing and greater need to find students who have potential as gifted students and to provide them with the kind of assistance they need in order to maximize that potential," she says. Frasier explains that not only are undiscovered gifted children being robbed, but society as a whole is also missing out on the benefits gifted children can offer.

According to Frasier, the state of gifted education has improved since the 1970's when the first federal legislation was passed dealing with gifted education. "Most school systems are making some attempts to serve gifted students, but we still have a long way to go in terms of meeting all the needs," she says.

Frasier says that after identifying whether a student is gifted through



multiple examinations such as intelligence tests and creativity tests, the child's curriculum needs to be modified to accommodate his or her unique learning needs. She explains that the child may be placed in a small cluster along with other gifted students or may even be enrolled in a school especially for the gifted.

One method of modifying a gifted child's curriculum that Frasier has researched is the use of bibliotherapy. "I've tried to identify difficulties and

challenges that gifted children face, socially, personally and vocationally," she explains. Frasier then locates books that deal specifically with the various problems faced by gifted children. Such problems include dealing with high expectations of others, the inability to handle failure and the difficulty of fitting in with peers.

Other curriculum modifications can also be used. "We can modify the content by providing students with more opportunities to study in depth. We can help students to accumulate information much faster. We can teach them research skills so they can be independent, self-directed learners," Frasier says.

Frasier says that every school has the potential for dealing with gifted students depending on their commitment to gifted education. "If we can put some attention on these students, not only are we helping them to reach their potential, but we are finding ways to help others open up and realize the potential they have," she explains.



Two participants in Elderhostel discuss "Music of the Band Era" taught by Bill Shepherd, UNI professor of music. Other classes in the weeklong session held June 26 through July 2, were "Two Iowa Poets: Paul Engle and James Hearst" and "Some Aspects of Iowa History."

Hearst gift creates first endowed chair

by Jo Fredrickson

The poetry and prose of Iowa's late James Schell Hearst touched a nation, and now the renowned writer's memory will be immortalized through a gift of \$600,000 from Hearst and his wife, Meryl, to the University of Northern Iowa.

The Hearsts have contributed what will become the University's largest bequest, according to Joe Mitchell, vice president for development. He says the funds will be used to establish the Meryl Norton Hearst Endowed Chair in the College of Humanities and Fine Arts (CHFA) — in memory of Hearst's wife of 30 years. James Hearst was a professor of creative writing at the University from 1941-1975.

Northern Iowa President Constantine Curriss calls the gift "a most generous remembrance and a testament to the Hearsts' commitment to the University of Northern Iowa and its humanities program. James Hearst gave this University a poetic heart, and will long be remembered and admired by his students, colleagues and friends."

The prestigious Endowed Chair will be the first of its kind to be created at the University with private funds, says Mitchell. The interest from the bequest will provide funds to employ a distinguished scholar at the University.

James Hearst's awards, plaques, manuscripts, letters and books were previously donated to Northern Iowa's Donald O. Rod Library over the last ten years. The materials are available for public use.

For decades, James Hearst's work inspired appreciation for the land and the people of the Midwest. His own life was tied closely to farming, which was the central theme of most of his 12 volumes of poetry and two of prose.



The Hearsts in their home.

Born in 1900 in Black Hawk County, west of Cedar Falls, Hearst owned and managed a 500-acre farm with his brother. He attended Iowa State Teachers College for two years before joining the Army in World War I. In 1919, he returned to farming after a crippling spine injury, and began to write about the land and people he knew on the farm.

Hearst began his professional writing career in his mid-20s, writing for *Wallace's Farmer Magazine*. In 1937, he served as farm editor of the *Mid-West News* in Cedar Falls, and for the next 45 years published more than 600 poems and autobiographical works in publications throughout the nation.

Hearst served on the Northern Iowa faculty from 1941 to 1975, and the latter year received the University's first honorary Doctor of Humane Letters degree. Throughout his career, his influence as a distinguished writer, teacher and philosopher earned respect from a

host of literary masters, including Robert Frost and Carl Sandburg.

Meryl Hearst was born in Algona and entered nurses' training at the University of Northern Iowa. For several months she practiced nursing in Alaska, before returning to Iowa to become Educational Director at Dubuques' Finley Hospital. She went on to become Director of Nursing Education at a Moline, Illinois hospital and later moved to Washington state to serve as a public health nurse.

In 1953, she married James Hearst, and the two farmed, hosted famous writers and travelled. She provided care to her husband, who was confined to a wheelchair, and spent hours keeping accurate records of his work and the publicity and reviews it generated.

In her spare time, Meryl typed her husband's prose manuscripts, and during his last years, helped him edit his autobiography, *My Shadow Below Me*. James Hearst died of cancer in 1983. Meryl Hearst died in 1987.

Computer simulation creates Middle East conflict

President Ronald Reagan and Assistant U.S. Secretary of State Richard Murphy spent the past winter and spring reacting to issues regarding the Arab-Israeli conflict. Not unusual considering the tense situation in the Middle East, except that the decisions were made at Northern University High School and communicated to other "nations" via computer.

While Reagan and Murphy weren't actually in Cedar Falls, nine NU High students assumed their roles and characters and those of other U.S. government officials during an experimental social studies course that simulated the Middle East conflict. Using a computer, the students communicated with anonymous high schools in the U.S. and other countries in a simulated exercise developed and coordinated by the University of Michigan School of Education. NU High, part of Price Laboratory School at the University of Northern Iowa, was the only Iowa school involved.

"The exercise was a significant innovative learning device for social studies," notes Steve Rose, associate professor of teaching and instructor of the class. "We're stressing a global education and since the Middle East is such a powder keg it's an important aspect of the curriculum."

The goals of the course were to teach the students to think clearly, improve their writing skills and explore the Middle East in depth.

"The simulation was a real mind opener for some of the students," Rose says. "The final position papers were some of the best I've ever received from high school students. They contained a richness, a variety of perspectives and insight I haven't seen before in high school papers."

Rose believes if his class had studied the Middle East in a more traditional manner, the students



Steve Rose, right standing, helps NU High students respond to a situation in a simulated Middle East conflict.

wouldn't have learned nearly as much as they did. "The students acquired more information in an articulate manner because they responded daily to a plethora of issues."

The exercise was divided into four parts. First the students learned the computer program and conducted research on the Middle East situation and about the characters they would be playing. The participants had to act as their characters would, not as the students would like them to act. The third phase was actually participating in the conflict exercise, pursuing individual and group goals. And the fourth was debriefing including the final position paper.

The exercise began in late February when the opening scenario was dispatched from the University of Michigan. The message detailed the continued violence on the West Bank and Gaza Strip and how each country and faction involved was responding to it. NU High's first role representing U.S. government officials was to send a

message from George Schultz to Soviet Foreign Minister Eduard Shevardnadze. From then on, each student was required to communicate with the other nations (schools) at least three times a week by private diplomatic message, news release or action form, all relayed via computer.

"The simulation shows how incredibly interconnected our world is," Rose explains. "We logged onto the computer and within minutes we were communicating with someone in Stuttgart (West Germany)." Other schools involved in the exercise, besides NU High and Stuttgart, were located in Britain, France and Michigan.

While the students benefitted immensely from the simulation, the game has greater implications for the University and Iowa education, according to Rose. "One of the roles at Price Lab is curriculum experimentation, to refine curricula for future teachers. The exercise was very good for the kids, but it also serves to keep Northern Iowa at the forefront of teacher education."

“Under the Big Top”

Homecoming '88 Schedule of Events

Wednesday, September 28

Window Painting Competition

Painting: 3 to 6 p.m. Judging: 6:15 p.m.

Thursday, September 29

A Little Night Music, Theatre UNI

8 p.m., Strayer-Wood Theatre

Tickets: \$6.50 for adults, \$5.50 for students, senior citizens

Friday, September 30

Homecoming Golf Tournament

All Day, Beaver Hills Country Club

Sign up by calling UNI Athletic Department, 273-6050

Alumni Association Annual Meeting

3 p.m., Commons Ballroom

Heritage Honours Banquet

5 p.m. Social Hour, 5:45 p.m. Banquet

7 p.m. Awards Presentation to Outstanding Alumni

Commons Ballroom

Tickets: \$12.50, contact Alumni Relations, 273-2355

Under the Big Top Pep Rally Party

Featuring “The Dreams Band”

4:30 to 8 p.m., Campanile

6 p.m., Contests

6:30 p.m., Pep Rally Featuring Coach Earle Bruce and the UNI Football Team

School of Music Scholarship Benefit Concert

8:15 p.m., Russell Hall

Tickets: \$12.50, contact School of Music, 273-2025

A Little Night Music, Theatre UNI

8 p.m., Strayer-Wood Theatre

Tickets: \$6.50 for adults, \$5.50 for students, senior citizens

Campaniling

Midnight, UNI Campanile

Free Campaniling Buttons to first 1,200 smoochers

Saturday, October 1

Judging of Homecoming Floats

Pre-Parade

Homecoming Parade

10 a.m., Campus Area (Begins at 12th and Division)

Grand Marshal — Norbert Noecker, BA '30

“Bratfest '88”

11 a.m. - 1 p.m., Royal Oak Room, Maucker Union
Bratwurst and all the trimmings

Homecoming Tailgate Party

11 a.m. - 1 p.m., UNI-Dome/PEC area

Food and drink available

Open House at New UNI Museum

Noon to 4:30 p.m., Hudson Road south of UNI-Dome

Homecoming Football Game

UNI Panthers vs. Western Illinois Leathernecks

Kick-off at 1:30 p.m., UNI-Dome

Tickets: \$9, contact Athletic Ticket Office, 273-6131

Lux Service Medallion Presentation

During UNI Homecoming Football Game

Recognizing one outstanding UNI male, female undergraduate

Carillon Recital

3 to 4 p.m., Campanile

Featuring Bob Byrnes

Homecoming Dance

9 p.m. - 1 a.m., UNI-Dome

Featuring “The Blue Band”

Tickets: \$2.00, available at the door

A Little Night Music, Theatre UNI

9 p.m., Strayer-Wood Theatre

Tickets: \$6.50 for adults, \$5.50 for students, senior citizens

Athletic Hall of Fame Banquet

Cocktails at 6 p.m., Georgian Lounge

Banquet at 7 p.m., Commons Ballroom

School of Music Scholarship Benefit Concert

8:15 p.m., Russell Hall

Tickets: \$12.50, contact School of Music, 273-2025

Sunday, October 2

Volksmarch, 6.2-mile scenic walk around campus

Registration 8 a.m. - 1 p.m., UNI-Dome south concourse

Featuring polka bands and bratwurst

Pre-Registration, call John Mixsell, 273-2423

Bruce bucks the non-believers

by Debbie Blake, editor

Why would a highly successful former Big Ten coach decide to work at a Division I-AA school? That question was raised in intercollegiate circles two years ago when Eldon Miller came to the University of Northern Iowa, and again this summer with the hiring of Earle Bruce.

The answer is a two-sided coin. It resides in the values of the men, who see football players as more than athletes, and the University, where the importance of teacher is placed above coach. It's a philosophical mix of learning, teaching and the value of fellow human beings.

Miller, former Ohio State basketball coach, was instrumental in recruiting his colleague. It was due to Miller's enthusiasm for Northern Iowa that Bruce, former Ohio State football coach, decided to take a peek at the job recently vacated by Darrell Mudra. It was Miller who toured Bruce around campus one June evening about eight o'clock. Bruce accepted the University's offer at nine the next morning.

What is it about the University that lured Bruce?

"The people," Bruce replied simply. "I enjoyed Iowa when I coached at Iowa State so I knew what the state was like. When I came to Northern Iowa I evaluated the people.

"I looked at the President (Constantine Curris) and (Bob) Bowlsby (athletic director). I was impressed by the way they stressed education. And I liked the campus.



There's lots of progress taking place."

At the same time Bruce's attitude appealed to Curris and Bowlsby. "Earle Bruce fits our philosophy nicely," Bowlsby commented at the June 29 noon news conference held to announce his hiring. "He looks at the student first and then the athlete. He's a teacher first and then a coach. Those are the qualities we look for in the leaders of our athletic programs."

Bruce agreed to a four-year contract at \$64,000 a year and silenced critics of the University who claimed he would stay only one year before finding a position at a larger school. "Every job I've taken I've looked at as if it would be my last, even when I was teaching at the high school level. This one is no different. It wouldn't make a difference even if I didn't have a contract."

Like the philosophy of his predecessor, Darrell Mudra, Bruce believes in well-rounded players. "I think it's important that players are good on and off the field — in their personal and academic as well as athletic life. I want them to come here to get an education besides

playing football. I want them to be involved in university life, live in the dorms and get along with everyone."

On the playing field Bruce describes himself as a "rigid coach" and views coaching as teaching.

"You win with discipline. Perfect discipline. For example, if you don't want them to fumble, you teach them the techniques to make a good catch. And you keep at it. I teach the fundamentals — blocking, tackling, running, catching."

And the game plan? Defense.

"Good sound football is defense. You have to make sure that the offense is good enough to please the alumni with some long passing and that the kicking game is sound. But basically if you're the best team on defense you're going to win the Gateway Conference."

Unlike the press box coaching of Mudra, Bruce will be involved on the field in practice, in the huddle and on the sidelines at every game. Continuing the coaching style he was known for at Iowa State and Ohio State, Bruce will run the I-offense and call the plays.

An avid golfer and thoroughbred horseracing fan, Bruce knows the value of celebrating small victories. "If a player recovers a fumble or intercepts a pass, I want the entire team to celebrate. I want them to enjoy football and show it."

Going into a season that includes an opening game against Pittsburgh and an early October game against Iowa State, both away games, Bruce stresses the importance of mental preparation. "The men have to believe they can win or we don't



Above: Bob Bowlby, athletic director, and Earle Bruce, football coach, field questions at the press conference to announce Bruce's hiring. Below: Bruce at practice with the freshman squad.

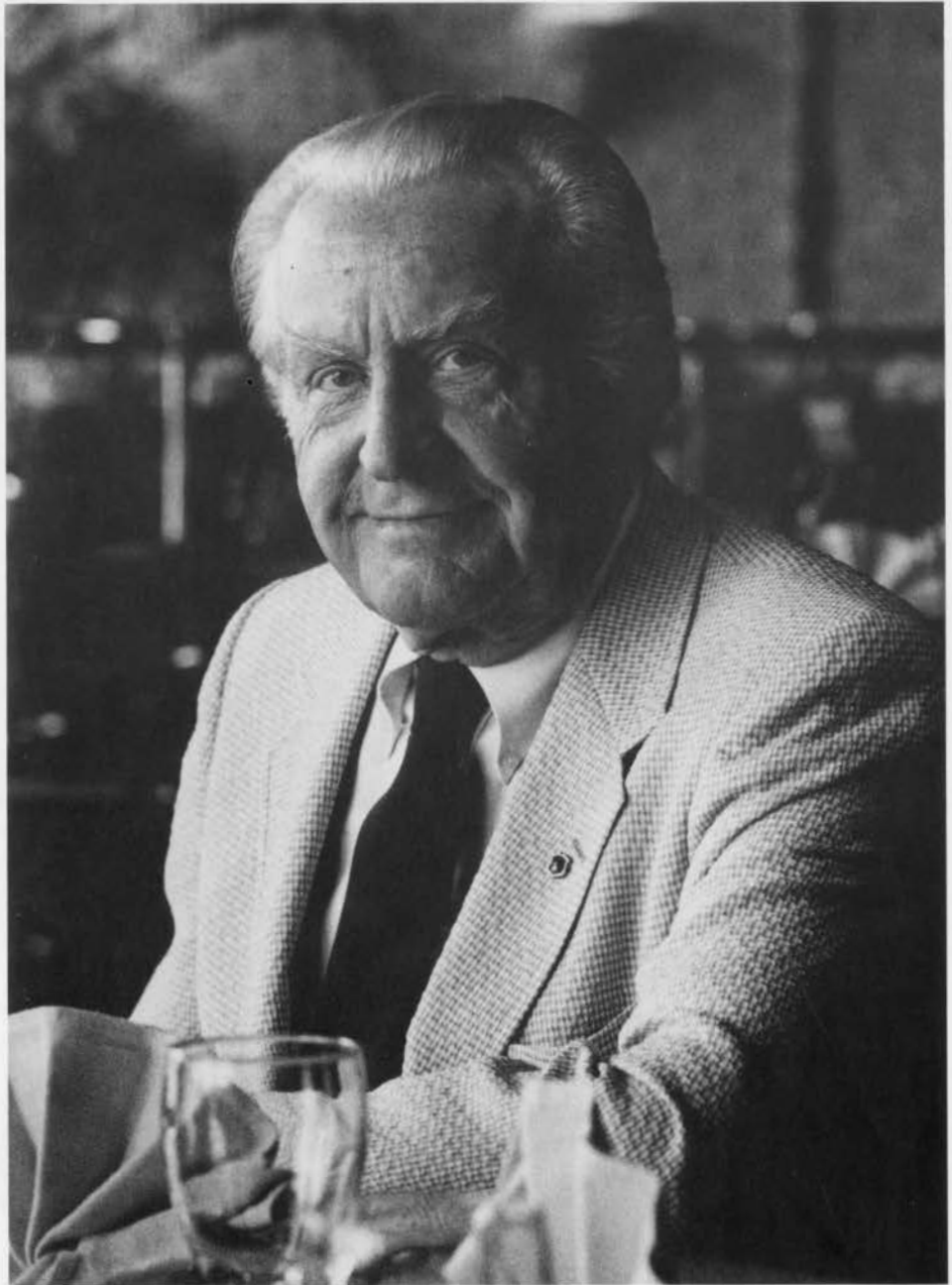
have a chance. If they get bothered by the size of the opponent or the stadium we're going to lose. It's a tremendous challenge to play a Division I school like Pitt."

Bruce's goals in his first season are to defend the conference championship and last year's 6-0 record and to be competitive nationally in Division I-AA. A firm believer in the power of the fans, he hopes to pack the UNI-Dome with sell-out crowds. Off the field, Bruce wants to see his players graduate after completing their four years of eligibility.

"It's a sleeping giant here. I think I can add to the program that Darrell Mudra has developed into a winning one. I want to build this program into a power."



Alumni Profile



Noel R. Bacon

"It was pretty damn exciting to think about going to the other side of the world. I don't think any one of us who signed up gave much serious consideration that we'd be shot at."

by Steve Jones, graduate assistant

Noel R. Bacon, B.A. '38, and about 100 other young military aviators considered their 1941 venture to the Far East a "sightseeing trip."

Yet, when their year in Burma was over, these heroic, adventurous volunteer pilots knew they were hardly on holiday. They had engaged in and won all 50 of their air battles against invading Japanese air forces, dropping 299 enemy planes while losing only a dozen of their P-40 fighters through air combat. They were the famous Flying Tigers.

The Flying Tigers squadron consisted of former American military pilots who, prior to the United States' entry into World War II, volunteered their services with the Chinese Air Force to help keep China free from Japanese domination. Against terrible odds with few supplies, these pilots rallied into the skies to keep open the Burma Road, then the sole supply route into China.

Today Bacon, 71, a retired captain in the U.S. Navy and semi-retired mortgage broker and realtor, lives in Boca Raton, Florida, with his wife, Betty. Since his graduation from the University of Northern Iowa (then Iowa State Teachers College), the deep-voiced Randalia, Iowa, native also taught school in Soldier, Iowa, partied for days with Egypt's King Farouk and was president of an MGM subsidiary until Richard Burton and Elizabeth Taylor indirectly interfered with his business.

Bacon has lived in, or had extended visits to, 46 nations of the world. To say his life has been exciting is an understatement. "I have had a very pleasant lifetime of careers," he remarks. "We love life and we will continue to enjoy it."

Noel Bacon's love of flying began in 1930 while growing up in northeast Iowa. By chance he met Slim Freitag, solo trombonist for the Wayne King Band which was traveling through the area. Freitag moonlighted as a private pilot and flew Charles Correll's plane. Correll was better known as "Andy" of the famous radio duo of "Amos and Andy."

"Slim and I struck up a friendship," Bacon recalls, "and I would hitchhike into Chicago and spend a weekend with him. We would fly around Chicago in Charles Correll's airplane, and I got enthused about flying. That's how it all got started."

Upon graduation from "TC", Bacon applied for the Naval Aviation Cadet Program, but because of too few vacancies, he instead taught school in Soldier. A year later he joined the program and earned his wings and commission as an ensign in February, 1940.

Meanwhile, Japan's invasion forces spent the 1930s marching across China with little opposition. Claire Chennault, a retired U.S. Army Air Corps colonel, was an adviser to China's Generalissimo Chiang Kai-shek. Chennault suggested the Chinese leader get, according to Bacon, "some good red-blooded, well-trained American pilots" to help repel the Japanese. Shortly thereafter, Chennault returned to America to buy planes and recruit fliers.

"The Japanese pilots were meeting no resistance at all and were having a heyday," Bacon explains. "Japan was just sweeping right through China. At the same time, there was tremendous American sympathy for China. Eventually, the idea was sold to Franklin D. Roosevelt, who authorized the release of 100 military pilots and 100 P-40s to help the Chinese."

One recruiter came to Norfolk, Virginia, where Bacon was stationed, and it didn't take much convincing to get him to volunteer. The United States was not at war yet, and Bacon, like many other young pilots, wanted to do more than peace time flying.

"It was pretty damn exciting to think about going to the other side of the world," he recalls. "I don't think any one of us who signed up gave much serious consideration that we'd be shot at."

So Bacon and approximately 100 other pilots — with the blessings of FDR — resigned their commissions with the military, signed one-year contracts and joined the AVG, the American Volunteer Group. Upon arrival in

"This was exciting, exciting, exciting! Our flying skills were honed by a lot of close calls."

Burma, the AVG traveled deep into the jungle to an old British air strip with a bamboo hangar. Their first task was to outfit the new Curtiss P-40B Tomahawks for combat.

"In the early months, we had few supplies such as oxygen masks and parachutes," Bacon notes, "so we'd borrow from the Chinese and pray to God that when they were needed they'd work."

The AVG flew only training missions from September through November. "Then on Dec. 8, 1941" Bacon recalls, "everything changed. Pearl Harbor changed our attitudes rather quickly." Before long, the American volunteers began fighting the Japanese with immediate success.

"We'd scramble and get our planes up and wait for the Japanese bombers and go down and just pick 'em off," Bacon says. "Boy, the Japanese pilots were gung-ho. Our attacks didn't scatter their bombers, didn't bother them. But more often than not, we got every damn one of them before they got to the Port of Rangoon.

"This was exciting, exciting, exciting! All of us were 23 to 25 years old at the most and we were on the other side of the world fighting the Japanese. Our flying skills were honed by a lot of close calls."

The success of the AVG earned it the nickname Flying Tigers from the grateful Chinese. Worldwide praise came from the Chiang Kai-shek, Roosevelt and Winston Churchill, who compared the AVG's heroics to the British pilots during the Battle of Britain. Actor John Wayne later starred in the movie "Flying Tigers" based on the AVG's tour in Burma.

When their one-year commitment was up in 1942, AVG members were not required to reenlist with the military because of an earlier agreement with Roosevelt; however, most did. Bacon rejoined the Navy and served on the flagship of a fleet of six aircraft carriers and 13 escort destroyers while rising to the rank of lieutenant commander.

"I turned down some lucrative offers with private aviation companies," he explains. "What talents I may have possessed at that point the Navy had given me. Besides the country was at war."

Many of the AVG pilots stayed in the Far East and joined the U.S. 14th Air Force, which also called itself the Flying Tigers, much to the dismay of the AVG. "The fact is, the real Flying Tigers were the 100 men released

from U.S. military service to go to China to fight with the Chinese," says Bacon. "Most of the men calling themselves Flying Tigers arrived in China with the U.S. government during World War II."

Bacon estimates there are about 50 "real" Flying Tiger pilots still living. One who recently died was Gregory "Pappy" Boyington. Pappy gained fame as the leader of World War II's Black Sheep squadron, the group of Marine pilots who inspired the television series "Baa Baa Black Sheep" starring Robert Conrad.

Following the war, Bacon was assigned to the American embassy in Cairo as the assistant naval attache for air. He and his family lived in Egypt for three years.

"In Cairo, I developed a very close relationship with King Farouk. He was then 26 years old and already bald and fat. We met at a party and struck it off very pleasantly. Thereafter, Farouk visited our apartment on his own and we attended a lot of parties at his palaces. Sometimes he would personally drive us to parties in palaces far out on the delta or desert. Some of these parties lasted two or three days. I wore out a lot of tuxedos with this social involvement."

Bacon retired from the Navy in 1961 with the rank of captain. The next career step would have been admiral, but that promotion would have required another year at sea and he says he had been away from home too much already. So Bacon entered the business world, eventually becoming president of a Metro-Goldwyn-Mayer subsidiary involved with a new type of movie film.

His position required considerable travel, including "constantly" flying from New York to California. One special airline promotion allowed stopovers in Florida, and he fell in love with the Sunshine State so much that he tried to move his company there from Connecticut.

But Richard Burton and Elizabeth Taylor were negotiating new contracts with MGM, and other movie studio concerns were put on hold, including Bacon's. "I couldn't get the time of day from MGM," he notes, which eventually led him to resign his position and move to Florida in 1968.

One of his interests today is using his deep, clear voice to record fiction for the blind in the Library of Congress Talking Books program. One would wonder, however, if the best adventure story he could narrate might not be his own.

Alumni News

Alumni Notes



Frequently we hear the statement, "The more things change, the more they stay the same." This may be especially true of your University as we look to the 1988-89 academic year.

Construction projects abound. A new building is being constructed on the site of the old Power Plant to house classrooms and offices for the School of Business. Latham Hall is being renovated and construction on a new addition to the Maucker Union will begin in early fall. In addition, considerable attention has been given to landscaping projects around the campus, with a much enhanced look for our beautiful campus.

Two new endowed faculty chairs will be established this year. The Meryl V. Hearst Chair in the College of Humanities and Fine Arts was established through a bequest by James Hearst, former UNI faculty member. Also, a partially endowed

chair in entrepreneurship is being established in the School of Business and the University will be seeking funds to complete the endowment of this chair during the coming year. In the midst of all this change, perhaps the most exciting thing that is happening is the attention that is paid to maintaining the quality of education provided by the University.

In athletics Earle Bruce will bring a new excitement to the playing field. Already, the opening game with the University of Pittsburgh is being billed as the "Battle of the Panthers." In the Alumni Association, a loyal Panther, Elly Leslie '52, has joined the staff at the University of San Diego in San Diego, California, and we all wish her well in her new job. The search for an alumni director is progressing well, under the direction of Lyle Schwarzenbach '67, ably assisted by a six member committee including Kathy Braun '67, Sammy Dell '75, and Bill Calhoun, MA '79.

At the same time, much remains the same. Our graduates continue to

achieve successful careers, the quality of our academic and athletic programs is strong, the bond between faculty and students remains firm, and the pride and enthusiasm of our alumni for the University continues. You can take pride in Northern Iowa for "the more things change, the more they stay the same."

Homecoming promises to be an exciting weekend and I hope all alumni can return to campus for the events scheduled. In particular, you are invited to join with other alumni and friends for the Heritage Awards Banquet on Friday evening, September 30th. At that time your Association recognizes alumni and friends of the University who are distinguished in various fields. It promises to be an exciting evening and a fun-filled weekend. See you then.

J. Joe Mitchell
Vice President for Development

Leslie leaves to conduct capital campaign in San Diego

Elly Leslie, B.A. '52, director of alumni relations and executive director of the Northern Iowa Alumni Association, has become assistant director of capital campaign at the University of San Diego, Alcalá Park.

Leslie began her new position June 13 after 12 years of service with the University of Northern Iowa. She will be in charge of organizing volunteers and planning key functions for the University of San Diego's \$50 million capital campaign.

Leslie has held several positions

in Northern Iowa's alumni office beginning with assistant to the director for alumni services and development from 1976 to 1978. In 1978 she became assistant alumni director, a position she held until being named director of alumni relations in 1985.

As director, Leslie has been responsible for the organization of alumni association charter clubs in 14 cities. Under her direction, a number of new programs for alumni have been instituted including the Class Card, the annual Eminent Alumnae Lecture Series/

Enlightenment Luncheon, the publication of an alumni directory and an alumni travel program.

In addition to her work with alumni, Leslie has continued to be involved with the Department of Music as a vocalist for the Jazz Band and Bill Shepherd's Orchestra. She received a degree in music education with specialist degrees in voice and piano.

She was also actively involved in the Council for the Advancement and Support of Education (CASE) District VI and in 1987 received the organization's Distinguished Service Award.

Class Notes



The Class of '38 at its Golden Reunion in May

'32 Fred Meeker, 1-yr., has published a book about his experiences and reflections during five years of walking across the United States. Titled *Distances — between people and their government and between points on a map*, the book advocates "TLC" a tenure limit on Congress. Meeker has taught social studies in Iowa schools for many years and is currently involved with a national conference on TLC planned for January 1989 in Washington, D.C.

'34 Gladys Talcott Rife, B.A., received a doctor of philosophy degree in American Studies from the University of Iowa in May 1988. The 73-year-old is thought to be the oldest person to receive a Ph.D. from UI. Rife has worked as a farm wife, teacher, newspaper columnist, museum owner and curator. Her dissertation was on Iowa's rural women columnists especially of the 1950s.

'46 Lila Daniels Fahrenkrog, 2-yr., has retired from teaching after 33 years, the last 23 at Ocheyedan mostly teaching the third grade. She had previously taught in Storm Lake, Calumet, Hartley and in a country school. She became known as the "Poem Lady" to her students through her daily tradition of reading a poem to her classes.

Jean Scott Fuller, 2-yr., has retired from

teaching after 30 years. For the past 23 years she has taught at the Farrar Elementary School. Other assignments included stints in Roland, Newton and Ackley.

Bruce Fisher, 2-yr., presented a workshop on the aftermath of divorce in June at Kirkwood Community College in Cedar Rapids. Fisher is the founder of the Family Relations Learning Center in Boulder, Colorado. He has authored a textbook titled *Rebuilding* that focuses on personal crises.

'47 Ernestine Adamson Beilke, 2-yr., M.A. '72, has retired after 26 years of teaching in the Marshalltown School System.

Charlotte Jacobson Wehrspann, B.A., is the new Ottosen news correspondent for the Humboldt Independent. She was previously employed at Hardee's restaurant and prior to that as a bus driver for the Twin Rivers School System.

'51 Karolin Falb Lehman, 2-yr., was named Elementary Educator of the Week in April by the Elgin school system where she teaches kindergarten. Lehman has taught for 24 years.

'52 Reg Bullis, B.A. '52, M.A. '66, was named Teacher of the Year by the LaPorte City school system. Bullis has taught industrial arts for 33 years, three years at Williamsburg before taking a job at LaPorte City. Bullis has served as president of the local teacher's association and has been a negotiator and delegate with the Iowa State Education Association and an adult education supervisor for 20 years.

Darold D. Braida, B.A., was honored and commended by the Hawaii House of Representatives as a "dedicated educator" for 36 years—31 in Hawaii and five in Iowa. "Braida has continually stressed the duties and responsibilities of teachers, in particular the importance of making proper professional decisions about students and the curriculum."

'53 Robert James, B.A., has been selected Outstanding Assistant Principal of the Year by the Michigan Association of Secondary School Principals. He has served as assistant principal at Sturgis (Michigan) High School for 18 years. James was chosen from nine statewide nominations for the award and was selected for his contributions to the school and community involvement.



Arnold Schneider (right) B.A. '32, was recently honored for his role as founder of the St. Cloud State University (Minnesota) College of Business established in 1937 as the first business school in Minnesota. He led the department from 1937 to 1947. Schneider is a distinguished professor and dean emeritus of the College of Business, Western Michigan University. He is the author of several secondary school textbooks and is listed in Who's Who in America, American Men of Science, Who's Who in American Education, and Leaders in American Education.

Johnny Smith, B.A., has resigned as superintendent of the Oakland Community School District where he has served since 1971. His plans for the future are indefinite.

'55 Charles Grassley, B.A., M.A. '56, has dedicated the official papers from his political career to the University of Northern Iowa's Donald O. Rod Library. Grassley is currently serving his second term in the U.S. Senate and has served in the Iowa Legislature from 1958 to 1974 and the U.S. House of Representatives from 1974 to 1980. (see story p. 15).



'56 Arnet Thompson, B.A. has retired after 22 years at Ellsworth Community College where he taught typing, business math and accounting. He is looking forward to hunting, fishing and golfing.

'57 Ralph Gibson, B.A., M.A. '61, has retired as superintendent of the Waco Community School District after 19 years of service. Gibson taught at Brandon and was the secondary principal in the Marcus school system before becoming superintendent at Waco.



Leland Belden, B.A., was named Engineer of the Year by Rockwell International Corporation, the company's highest honor for technical advancement. Belden, an engineer for Rockwell's Avionics Group in Cedar Rapids, was selected for distinguished contributions and leadership in the practical application of new software concepts to digital avionics systems.

'58 Gary Muhlenbruck, has retired from the Merservey Thorton school district coaching staff. He served 30 years with the district.

'59 Ken Vance, B.A., M.A. '71, is superintendent of the Clarksville School District. Previously he was principal at Preston High School and taught and coached at New Hartford and Chester.

'60 L. Eugene Johnson, B.A., M.A. '65, has become superintendent of the Norwalk Community School District. Johnson previously was deputy superintendent and executive director of the West Des Moines School District for three years and held positions at Mediapolis, Kingsley-Pierson, Cherokee, Maxwell and Tripoli.



Clark F. Cole, B.A., has been appointed vice president of Liberty Northwest Insurance Corporation in Portland, Oregon. A 26-year veteran of the company, Cole will continue to oversee claims operations in Oregon, Washington, Idaho and Montana. He is a member of the new Workers' Compensation Committee on Medical Care for the Oregon Department of Insurance and Finance.

'64 Jerry Backer, B.A., was the 1988 commencement speaker at Greene High School where he graduated in 1960. Backer is currently personnel manager for Tony's Pizza, Salina, Kansas.

'65 Glenn Wehrkamp, M.A., has announced he will seek the office of state senator for the fourth district. Wehrkamp, a democrat from Hartley, is a teacher in the Hartley-Melvin Community School District.

James Lahmann, M.A., has been nominated for the 1988 National PTA Phoebe Apperson Hearst Outstanding Educator of the Year award by the Sumner Parent-Teacher Association. Lahmann is principal of the Durant Elementary School in Sumner. The award honors an outstanding educator whose achievements inspire excellence in students and other educators.

Don Rankin, B.A., has submitted nomination papers to serve as the Marshall County delegate to the 1988 Older Iowans Legislature. Rankin is a retired teacher.

'66 Roger Natte, M.A., is the 1988 recipient of the Fort Dodge Lions Club Community Service Award. The award is presented to the individual, organization, institution or corporation contributing most to the community. Natte is a government and history instructor at Iowa Central Community College. As Fort Dodge's unofficial historian, Natte has compiled information on the history of the community and its citizens. He has served as director of the Fort Museum and Pioneer Education Institution of Fort Dodge and as president of the Iowa State Historical Society and director of the Iowa Archaeological Society.



Leo Hensley, B.A., M.A. '71, has been named associate athletic director for development and communication at Northern Illinois University, Dekalb, Illinois. Hensley was previously assistant athletic director for development, Emporia State University, Kansas.

Mark Messersmith, B.A., manages residential income properties in seven California cities and development property in southern Oregon and has had small parts in movies including a recent Chuck Norris film "Hero." He will spend the next year or two traveling.

Linda K. Arnburg Kelley, B.A., was named Secretary of the Year by the Iowa Association of Legal Secretaries. She was also elected First Vice President of the organization. Kelley is an office manager/legal secretary for Dippel and McCann law firm in Council Bluffs.

'67 Mary McElroy Kainer, B.A., M.A. '85, has been named to the 1988 Speakers Bureau of the American Society for Hospital Marketing and Public Relations. Kainer was named a fellow in ASHMPR in 1986. Kainer is owner of M. Kainer Associates Public Relations Agency in Cedar Falls.

James Lee Blietz, B.A., was the 1988 commencement speaker at Shenandoah High School. Blietz is the chief administrator of the Loess Hills Area Education Agency 13 in Council Bluffs.

Don Matthews, M.A., has retired from teaching after 30 years. Matthews taught social studies, government and world history for 21 years in Perry.

'68 Linda Larue Johanningmeier, B.A., M.A. '72, is superintendent of the Nashua Community School District, one of 10 women superintendents in Iowa.

'69 James Kauffman, has been named manager of Washington Financial Services, Inc., a division of Washington Federal Savings and Loan Association. Kaufman had been working with the thrift company on a contractual basis since 1978.

Joel North, B.A. has been appointed manager of Miller Medical Service's Ottumwa store. North began working parttime at Miller in 1986 through the University of Northern Iowa's cooperative education program.

'70 Don M. Schmidt, B.A., has announced his candidacy for treasurer of Black Hawk County. Schmidt previously served as county treasurer from 1974-78 and has most recently been a financial officer at Statesman Bank for Savings in Waterloo.

'71 Alice June Meins, B.A., has been selected outstanding graduate student in the Department of Sociology/Social Work at Central Missouri State University, Warrensburg. The award includes the receipt of the Riley H. Pittman Scholarship. Meins will complete work on a master's degree in social work this summer. She and her husband also recently became grandparents for the first time.

Steven Lang, B.A., has been named personal loan officer at Security Bank in Marshalltown. Previously, he was account representative and sales manager at KFJB/KMTG Radio.

James E. Willemsen, B.A., was elected to the board of directors of the First Newton National Bank. Willemsen is owner and operator of Newton Home Oil.

Rick Hilbert, B.A., has been hired as principal of Centerville High School. Previously, he was principal and athletic director at Marcus High School.

'72 Bonnie Sankot, B.A., was presented a teacher of excellence award by the Iowa Academy of Science for her work in the junior high science program at South Tama Community Schools in Belle Plaine. The award recognizes outstanding teachers of science who promote effective experiences in learning science and developing reasoning skills. Sankot was selected for the award based on her work with the Outdoor Classroom, a three-acre site used for outdoor classroom instruction.

Galen Glenn Howsare, B.A., was hired as executive director of administrative services by the Lewis Central School district, Council Bluffs. Howsare was previously a computer applications coordinator and half-time math teacher in the North Scott Community School District, Eldridge. He was named to *Who's Who in American Education* in 1988 and received the Presidential Award for Excellence in Science and Math Teaching in 1985 and 1986.

'73 James Chizek, has been promoted to vice president of the National Bank of Waterloo. Previously, he was managing officer of the Gilbertville branch office.

'74 Ted Samore, B.A., has received the International Monitor Award for Best Director, Non-broadcast Communications presented by the International Teleproduction Society, the only festival to honor non-broadcast communications. Samore won the award for a video produced for Nieman Marcus called "Protecting Our Profits," a program for employees on loss prevention. Samore's video was chosen from 110 entrants for outstanding technical and creative achievement in directing video production. Earlier this year, the video won the Silver Reel award at the International Television Association festival.

David Mackenzie, B.A., has been named unit sales coordinator at WBM Marine Corp. in Waterloo. He will coordinate new and used boat deliveries and will handle consumer finance and insurance.

Rona Ira Messmore, B.A., has been named the Parent Share and Support coordinator for West Union. Previously, she was a teacher, coach and newspaper editor and has worked with Alanon, Alateen and Adult Children of Alcoholics groups in Illinois and Iowa.

Martin Brenden, B.A., M.A. '80, has been hired to teach instrumental music at Eagle Grove High School. Brenden has 12 years of experience teaching at the North Kossuth, Dubuque Wahlert and Clark Community schools.

Janis Christopherson Miller, B.A., has been hired as preschool teacher-director at St. Paul's Lutheran School in Waverly. Previously, Miller owned and operated the Denver Country Fun Preschool in Denver.

Shirley Jackson, B.A., has been promoted to specialist IV in the data processing department at State Farm Mutual Automobile Insurance Company's home office in Bloomington, Illinois. She joined State Farm in 1985.

Robert Kling, B.A., M.A. '83, exhibited art work through the month of June at Hardees. Kling's work has been exhibited in one-person and group shows throughout Iowa and has received various awards. Kling is an art teacher at Indianola High School.

'75 Sheila Hurt Jorgensen, B.A., has been promoted to corporate marketing director at Sartori Memorial Hospital, Cedar Falls. Jorgensen had been employed in the hospital's corporate marketing program for the past year. She will be responsible for the coordination of the management of workers' compensation cases and the marketing of occupational health and wellness programs to area businesses and industries.

Rick Nielsen, B.A., spoke to several community groups and schools in Le Mars, Algona and Sioux Center on the positive affect of expectations. Nielsen is a member of the Bill Glass Prison Ministry group.

Mary O'Brien, has been named to the 1987 edition of *Outstanding Young Women of America*. O'Brien is a physical education instructor at Ottumwa High School. The award is designed to encourage women between the ages of 21 and 36 who distinguish themselves in community, professional leadership, academic achievement, business advancement, cultural accomplishments and civic and political participation.

'76 Dale E. Greimann, B.A., M.A. '85, has been named principal at Dunkerton High School. Previously, Greimann was a science instructor and coach in the Iowa Falls school district.

'77 Robert G. Spulak, Jr., B.A., received a doctoral degree in physics from the University of New Mexico. He has been a physicist in Sandia National Laboratories in Albuquerque, New Mexico since 1980 working on nuclear reactor safety, particle beam physics, properties of hydrogen and helium in metals and nuclear weapon components.

'78 Jay Hall, B.A., has been promoted to vice president in commercial lending at the National Bank of Waterloo. Previously, he was assistant vice president.

Thomas G. Kunz, B.A., has been named chairman of the Strategic Planning Committee of the Iowa Society of CPAs. Kunz is a certified public accountant with Bergan, Paulsen and Co., P.C., Waterloo.

'79 Grant Veeder, M.A., has announced his candidacy for the office of Black Hawk County auditor. Veeder has been deputy auditor since 1981 and deputy commissioner of elections for six years.

'80 Daniel T. Vortherms, B.A., has been named noncommissioned officer of the Air Force. Sgt. Vortherms is an aerospace control and warning systems operator with the Southeast Air Defense Sector, Oceana Naval Air Station, Virginia.

Steven Manthey, M.A., has been hired as federal and state mandates administrator for four school districts, Maple Valley, East Monona, Charter Oak-Ute and Schleswig. Previously, Manthey was an educational excellence program consultant with the Iowa Department of Education.

'81 Debra K. Boyken, B.A., has been named assistant vice president and production training coordinator in real estate at the First Republic Bank, Dallas, Texas.

'82 Michael Butler, B.A., has been promoted to assistant vice president at the National Bank of Waterloo. He joined the bank in 1987 as an operations officer.

Leigh Rigby, B.A., is editor of the Tama News-Herald and the Toledo Chronicle. Following graduation she served as an intern with the "Late Night with David Letterman" show in New York City and lived and worked in New York City and Chicago until her return to Iowa in 1987.

'83 Claudia Johnson Schroeder, B.A., has been promoted to officer in trust operations at the National Bank of Waterloo. Schroeder joined the bank in 1987. Previously, she had been employed as a staff accountant with Murley, Bergan and Co.

Robert Plagge, Jr., B.A., has joined Teleconnect as an account executive working in the telephone systems division of the Waterloo branch office.

Dave Hanson, B.A., has announced his candidacy for state senator in Iowa's eighth district on the Republican ticket. Hanson is an attorney in Britt.

Brad Farrier, B.A., has been hired as football coach and English teacher at Atlantic High School. He has been coaching and teaching at Mesa (Arizona) High School for the last three years.

Peter Fagen, B.A., has graduated from the University of Iowa law school and joined the law firm of McCormick, Barstow, Sheppard, Wayte and Carruth of Fresno, California.

'84 Lisa Schoonover, B.A., has joined the American Red Cross in Waterloo as public relations director. Previously, Schoonover was communications director at Cedar Valley United Way.

Steve Mickelson, B.A., has been promoted to loan analyst at United Bank and Trust in Ames.

'85 Alan Magnani, B.A., has been hired to teach mathematics and coach basketball, football and track at Eagle Grove Middle School. Previously, he taught and coached at North Winneshiek Schools in Decorah.

Matthew Kollasch, M.A., has been appointed director of the Fort Dodge Public Library. Previously, he was the librarian and taught at Cedar Falls High School.

Kayleen Skinner Turner, B.A., is a kindergarten teacher at West Liberty Elementary School. Previously she taught in Belle Plain.

Lance J. Greig, B.A., has graduated from the U.S. Air Force personnel specialist course at Keesler Air Force Base, Mississippi. Greig is an airman 1st class.

Sarah Klahn, B.A., was named outstanding science teacher for the State of Iowa by the American Association of School Administrators. Klahn is a teacher of environmental science and earth science at East High School, Des Moines. In 1984-85, she was the interim director of the Hartman Nature Center in Cedar Falls and is currently a lecturer for the U.S. Department of Interior for summer workshops held nationwide.

'86 Jeffrey D. Schlobohm, B.A., has joined the Waterloo Savings Bank as a consumer loan officer.

Previously, he was employed as a consumer lender at Avco Financial Services in Waterloo.

Teresa Forbes, B.A., has been named staff writer of the *Charles City Press*. She will be responsible for features and general news stories. Previously Forbes was assistant editor, writer and photographer for *Area Business Magazine* in Waterloo.

Rebecca Jaspers, B.A., worked as a 4-H community resource development summer program assistant this June and July through the Hardin County Extension service. She is a teacher at Union-Whitten Middle School.

David Swanson, B.A., is the recipient of a Merchant Scholarship from the University of Northern Iowa. Swanson is seeking a medical degree at the University of Iowa.

Jon E. Kragt, B.A., has been selected for advanced college training by the hydrographic/topographic center of the Defense Mapping Agency in Washington, D.C. Kragt is a cartographer at the agency's San Antonio office and is one of 27 individuals selected to participate in the long-term, full-time training program. He will pursue study in geodetic engineering at Virginia Polytechnic Institute.

Donald C. Johnson, B.A., has completed his first solo flight during flight training with Helicopter Training Squadron Eight, Naval Air Station Whiting Field, Milton, Florida.

Michelle D. Ludwick Walker, B.A., has been promoted to assistant controller of Peoples Bank and Trust Co., Waterloo. Walker joined the bank in 1986 as a staff accountant.

'87 Kallie Harris, M.B.A. has been hired as the business administrator with the Osage Medical Group.

John Pieper, B.A., has been selected to receive a National Science Foundation Graduate Fellowship. Pieper was one of 600 students nationwide to receive the fellowship from a field of 5,000 applicants. He plans to study solid state physics at the University of Colorado, Boulder.

Susan Mitchell, B.A., received her certified public accountant's certificate and is employed at Carver, Michael, Tayler, Rees & Lambert in Muscatine as a staff accountant.

Jeanine Kennedy, B.A., has been hired as assistant girls' basketball, assistant volleyball and junior high track coach at Sheldon.

Ron Fitch, B.A., has been hired as an advertising consultant with KIMT-TV in Mason City. Previously, he was employed at Bergan, Paulsen and Company in Waterloo.

Tom Doermann, B.A., has been named city clerk-executive director of economic development for Roland. Previously, he was the administrative assistant for the city of Tipton and worked with the Tipton Economic Development Corp.

Tina Sherrill-Range, M.A., gave a presentation at the annual convention of the National Society for Performance and Instruction. The presentation titled, "A Computer Based Pre-Service Instructional Program for Adults," was based on her graduate research paper. She is currently the media specialist in the K-12 library at Rockwell-Swaedale.

Marriages

70s Janice J Roger, BA '73 & John Wauson, Connie A McCauley, BA '76 & Greg Dykema, Jill Fuerhoff & Mark C Omah, BA '76, Dee Ann James, BA '77 & Phillip Thompson, Beth M Hemesath, BA '78 & Thomas Moore, Joni L Hoffert & Randy J Hoff, BA '78, Lisa Childers & Bryce Heathman, BA '78, Kristin A Carstensen, BA '79 & Brent Page, Ruth H Siegel, BA '79 & James Johnson, Diane Wood & James W Legrand, BA '79, Marcia Powell & Mark E Correll, BA '79,

'80 Marcy A McBeth, BA & Robert Russell, Maureen K Moran, BA & Kevin Kalloway, Debra Salz & Mark Cleary, MA, Deborah Johnson & Timothy M O'Brien, BA, Donita Petersen, BA & Dean Getting,

'81 Sue E. Tyler, BA & David Rawlins, Donna M Westergard, BA & Ron David, Kay E Stevenson, BA & Don Peddy, Lori A McQuillen, BA & Timothy Patterson, Pamela A Fink, BA '82 & Jeffrey K Pomerenk, BA,

'82 Pamela A Fink & Jeffrey K Pomerenk, '81 Both BA's, Roxanne L Vincent, BA & Vincent Lindaman, Linda M Beavers, BA & Rick Schwennen, Corinne Peterson & John H Mikos, BA, Mary Eggebeen & Gary Lemons, BA, Deborah Hirsch & David D Thomas, BA, Alice Stothart & James J Burton, BA,

'83 Joyce L Blockhus, BA & Joseph Klimesh, Polly A Barnes, BA & Peter Voelliger, Susan A Calonder, BA & Roger Beck, Kristi Urwin & John A Ransom, BA, Connie S Gause, BA & James Kopacek, Diane Hall & Jeffrey L Nees, BA, Nancy L Schmidt, BA '84, & Kevin Jacoby, BA '83

'84 Eleanor L Baker, BA & Stephen Richardson, Jane M Rhea, BA & Gordon Axt, Cindy S Sivesind, BA & Thomas Wright, Debra A Alberts, BA & Jeffrey Grummer, Caroly E Salter, BA & George Peterman, Rachel Tutter & Bruce Eckenrod, BA, Melissa Montgomery & Michael G Homan, BA, Constance Thoma & Timothy Main, BA, Julie Thoreen & Philip Birkedal, BA

'85 Sue A Drew, BA & David Verhille, Cheryl M Hurst, BA & Gregg Williams, Karen M Baird, & Kirby F Winter, both BA's, Susanne L Kohl & Scott A Edwards, both BA's, Renee Riensch & Brad Jesse, BA, Laura Nanke & Michael B Hoy, BA, Roxanne Hellman & Richard G Wojan, BA, Susan Tarbox & Clayton T Chalmstrom, BA

'86 Jill A Kratovil, BA & Richard Facon, Angela K Corkery, BA & Loren Pink, Christine D Wilson, BA & Michael Huch, Dawn R Cousins, BA & Todd Even, Brenda J Benning, BA & Edwin Noteboom, Julie L Copeland, BA & William Twedt, Lisa Oltrogge & Todd Heisterkamp, BA, Brenda K Markey, BA & David Yarlost, Faith Howard & Todd M Mooney, BA, Angela L Stotts & Douglas Hascall, both BA's, Stacy A Jackson, BA '87 & Timothy Walker, BA, Barbara A Blake, BA '87 & Michael J White, BA, Donna Schinckel, BA '87 & Todd Goodell, BA, Lori A Vande Lune, BA & Thomas R Thompson, Laura L Nymeyer & Timothy Kratz, both BA's, Shea Weber & Paul McDermott, BA, Jeanne M Holmes, BA & Daniel Kehl, Julie A Kruse, BA '87 & Timothy Sostak BA,

'87 Laura J Perry, BA & Jan Christensen, Mae B Guillermo & Richard C Herman, both BA's, Kimberly A Zeimet, BA & Scott Johnson, Kay L Thompson, BA & Tim Chapman, Mary Nichols & Thomas C Walker, both BA's, Susan M Elmore, BA & Lance Schaefer, Jerri J Bonner, BA & Doug Nuehring, Kathleen A Rients, BA & David Bowers, Pamela Buck, BA & Christopher Klaus, Loni S Wright & Gregory Puff, both BA's, Paula A Koster & Rob Winkel, both BA's, Tracy J Grandy, BA & Jeff Sommerfeldt, Linda

Benning, BA & Gerson Teixeira, Julie A Kruse, BA & Timothy M Sostak, BA '86, Donna Schinckel, BA & Todd Goodell, BA '86, Barbara A Blake, BA & Michael J White, BA '86, Stacy A Jackson, BA & Timothy V Walker, BA '86, Debbie DeWald & Todd Matthews, BT, Jodene S Knudtson & James Mason, both BA's, Jennifer Wenz, BA & Dave Steere, Lynette Shields & Paul A Stoneman, BA, Rhonda Maifield & George T Powers, BA, Joan Sheehan & Brian J Walters, BA, Dawn Huck & Keith W Lewis, BA, Debbie Allison & Mike Potts, BA, Cindy Hines & Joel Conn, BA, Lawana D Good & Paul E Rothamel, BA

Deaths

10s Euseba Bowen, BA '17, Shell Rock, IA, died January 31, 1988. Besse Butts Griffith, 2 yr '17, Waterloo, IA, died March 31, 1988. Lois Bennett Thurow, 1 yr '17, Charles City, IA, died May 4, 1988. Pauline Murray, BA '18, LeMars, IA, died April 18, 1988. Vera L. Kading, 2 yr '18, BA '41, Knoxville, IA, died January 8, 1988.

20s Eugene B. Lynch, BA '21, Iowa City, IA, died December 3, 1987. Erna Stoltenberg, 2 yr '21, Mason City, IA, died December 19, 1987. Naomi Mitchell Knoll, 2 yr '22, Lone Rock, IA, died May 12, 1988. Elizabeth Gleason Posegate, 1 yr '23, Cedar Rapids, IA, died December 22, 1987. Dorothy Slutter Mannetter, 2 yr '23, Hubbard, IA, died May 10, 1988. Charles W. Rummens, 2 yr '23, Humboldt, IA, died May 12, 1988. Clarice Donly Gardner, 2 yr '24, Aurora, CO, died February 15, 1988. Evana Ries McKee, 2 yr '24, Wilton, CA, died August 28, 1987. Genevieve Randall Oswald, 2 yr '24, Lake Mills, IA, died December 5, 1987. Bessie Donels Maxson, 2 yr '25, Rippey, IA, died March 26, 1988. John Sager, BA '25, Bloomfield, IA, died May 1, 1988. Elbert W. Harrington, 2 yr '24 and BA '26, Tempe, AZ, died December 28, 1987. Gladys Carroll Antonson, 2 yr '26 and BA '40, Ackley, IA, died May 27, 1988. Dorothy Schlatter Enders, 2 yr '26, Dumfries, VA, died April 10, 1988. Lorene Miller Sandvick, 2 yr '26, Cedar Rapids, IA, died April 23, 1988. Lola Wynkoop Masston, 2 yr '27, Earlham, IA, died January 14, 1988. Agnes Boddicker, 2 yr '28, Vinton, IA, died February 9, 1988. Mabel C. Geick, 2 yr '28 and BA '36, Rock Rapids, IA, died January 27, 1988. Gail Peet Kost, 2 yr '28, Martelle, IA, died April 13, 1988. Wayne Palmer Truesdell, BA '29, Cedar Falls, IA, died February 28, 1988. Eva Clark Swartz, 2 yr '29, Silver Spring, MD, died April 16, 1987. Helen Ebelsheiser Harris, 2 yr '29, North English, IA, died November 30, 1987. George Hardy, BA '29, Mason City, IA, died December 13, 1987. Elma I. Lighter, BA '29, Marshalltown, IA, died April 5, 1988. Edith Wogens O'Neil, 2 yr '29, Waterloo, IA, died June 7, 1988.

30s Treva Clayton Cratsenberg, 2 yr '30, Peoria, AZ, died May 3, 1988. Fern Lynn Bright, 2 yr '30, Des Plaines, IL, died May 15, 1988. Berle Braley O'Brien, 1 yr '30, Fortworth, TX, died March 31, 1988. Lowell Carver, BS '30, Atlantic, IA, died April 22, 1988. Ray McBurney, BA '30, Ames, IA, died March 30, 1988. Mary Wiler Purdy, BA '30, San Francisco, CA, died January 31, 1988. Mary L. Edaburn, 2 yr '30, Creston, IA, died September 4, 1987. Isyle Visser Winters, 1 yr '32, Osage, IA, died May 31, 1988. Evert L. Hodgins, BS '34, Gardner, IA, died November 16, 1987. Bernice S. Boddicker, 2 yr '35 and BA '52, Newhall, IA, died April 16, 1988. Ardell Ostergaard Johnson, BA '35, Sanibel Island, FL, died February 14, 1988. Lloyd R. Pierce, BA '36, North Miami, FL, died October 24, 1987. Dorothy Streeter Petersen, BA '36, St. Petersburg, FL, died February 8, 1988. Russell A. Verploegh, BS '37, Albuquerque, NM, died January 17, 1988. Alice Fredrickson Davis, 2 yr '38, Fort Dodge, IA, died March 12, 1988.

40s Roloff Y. Ressler, BA '40, Newton, IA, died December 16, 1987. Ruby Cole Beall, BA '43, Fort Collins, CO, died January 25, 1988. Oscarolia Voy Newby, 1 yr '45, Steamboat Rock, IA, died December 28, 1987. Norma Baker See, 2 yr '45, Iowa Falls, IA, died January 16, 1988. Anna Vollink Mueller, 1 yr '46, Primghar, IA, died December 24, 1987. Dorance L. Peterson, BA '48, Pisgah, IA, died May 5, 1988.

50s Wayne E. Pringle, BA '51, Mason City, IA, died January 7, 1988. Lavern R. Sinclair, BA '51, Fort Dodge, IA, died July 27, 1987. Colette Hinners Bock, BA '55, Waukesha, WI, died December 17, 1987. Donald W. Anderson, BA '55, Long Grove, IA, died April 24, 1988. Philip Kapfer, BA '58, MA '59, Dhahran, Saudi Arabia, died April 27, 1988.

60s William Morris Hartman, BA '62, MA '67, Iowa Falls, IA, died January 8, 1988. Lois Schwendemann Strandberg, BA '64, Osage, IA, died May 18, 1988. Joanne Singer Nicklas, BA '64, Corcoran, MN, died May 27, 1987. Linda Barger Smith, BA '64, Waterloo, IA, died June 9, 1988. Derald L. Gourley, MA '65, Loretto, MN, died June 3, 1987. Erik Melberg, BA '66, Janesville, IA, died February 21, 1988. Keith S. Stilwell, BA '68, Ames, IA, died December 6, 1987. Karen Mastain Anlauf, BA '69, Fort Meyers, FL, died March 24, 1988.

70s Mary Larson Clowser, BA '70, MA '72, Deadwood, IA, died March, 1988. Nancy Beebout Phillips, BA '72, Searsboro, IA, died April 20, 1988. Parris Reece, BA '74, Conrad, IA, died April 22, 1988. Bradley Scott Karlson, BA '77, Cherokee, IA, died December 4, 1987. Robert M. Thiede, BA '79, Atlanta, GA, died March 2, 1988.

Overcoming subject turf tending

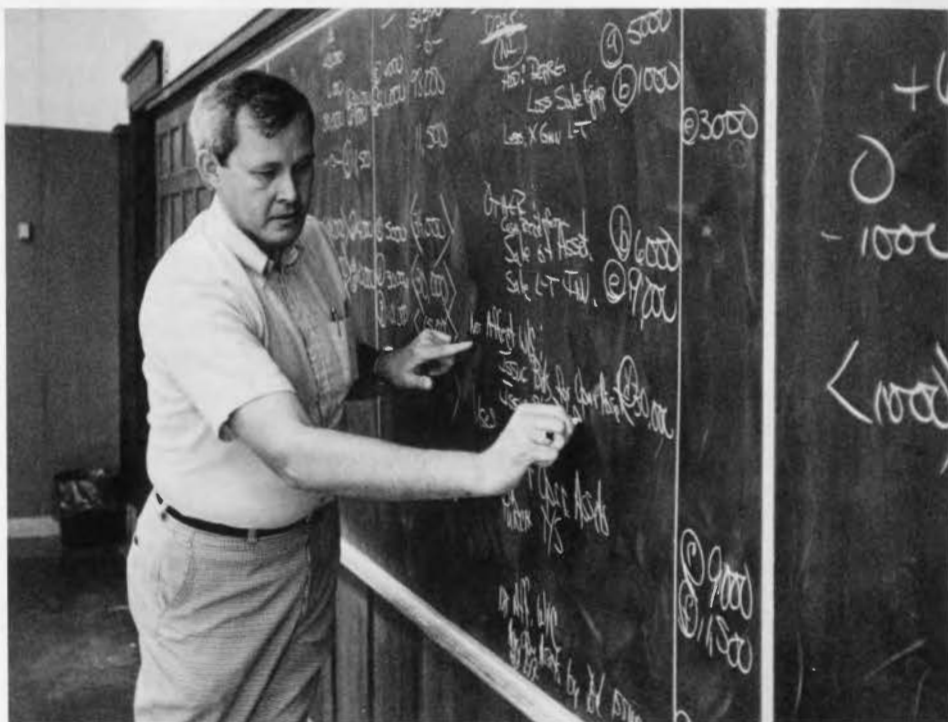
Darrel Davis, B.A. '65, M.A. '69

Education is an ongoing endeavor, and the baccalaureate degree awarded by the University of Northern Iowa should represent a broad experience in learning with the acquisition of tools essential for continuing that learning process throughout life. . .

Students should have an integrative experience which enables them to see relationships within and among areas of knowledge and to develop the ability to view issues and problems from a perspective of the larger whole of which they are a part.

General Education Philosophy,
January 23, 1986.

With an emphasis on the words "integrative" and "essential" from the statement of general education philosophy, the University General Education Committee set out in 1984 to revise or replace a program which had evolved to a point it had lost coherence and become a smorgasbord of class offerings. Since approximately 1950 the University of Northern Iowa has required that its baccalaureate degree students complete a program of study referred to as general education as a basis from which to proceed into more specialized studies in major fields and into careers and responsible citizenship. As stated by Professor Emeritus William Lang, a former UNI vice president, history professor and humanities teacher, in an August 1987 speech to members of the humanities faculty, "A society in order to survive and to grow and to be manifest in terms of its achievements and in terms of its concern for the people around about them, need to have some



kind of a common cultural base from which they can proceed."

Over the years, the general education programs which have provided this common cultural base to UNI students have varied from fifty-five semester hours to forty semester hours in length. They have been as prescriptive as to require students in a fifty-five hour program to complete a specific list of classes which allowed students only two choices: a choice of two of three fine arts classes and a choice of a religion or a philosophy class. They have recently included a program which was so permissive as to allow students in a forty-hour program to choose from among ninety classes in twelve categories. The latter program allowed students to choose between a foreign language class and a writing class; a computer in society, a computer programming, a nature of science, and a mathematics

class; and to take only one of the two available humanities classes. The classes Introduction to Mass Media, Contemporary Chemical Problems, and Communicating Through Maps were in the same category and presumably provided equivalent educational experiences.

Acting on a charge received from the Select Committee on University Planning, formed by President Curris as one of his first actions upon assuming the presidency of the University, and after three years of work by the University General Education Committee, the faculty approved a new general education program to be required of all undergraduate students entering as first-year students Fall 1988 or later. The most significant changes in requirements are:

1. Requirement of both Humanities I and II, interdisciplinary classes which integrate music, art,

The courses and the supporting statement of philosophy for a fine General Education Program are in place. Now it is up to the faculty to continue a commitment to the integrative and the essential.

literature and philosophy with the history of the most significant periods in the evolution of western civilization. The previous program required only one of the two classes.

2. Requirement of a minimum of one semester of mathematics, writing, and speech. The previous program offered these classes as options, but not as requirements.
3. Addition of a natural science and technology capstone class to be taken after all other general education classes have been completed. This capstone provides an opportunity for students to integrate concepts and tools from other general education classes and apply them to contemporary problems and issues. It will provide students with a sense of program closure and completeness.
4. Addition of a required Personal Wellness class which includes units on exercise, nutrition, and stress management and an assessment of each student's current level of wellness.
5. Reduction of the opportunities for students to choose between classes that do not provide equivalent educational experiences.

At least three factors contributed to the long and tedious nature of the program revision process. The first was the increased length of many current majors. General education hours given up when the program was reduced from fifty-five hours to forty hours were difficult to reclaim.

A second obstacle was the increased specialization of the faculty. Although the General Education Committee emphasized educational experiences that

integrated related material, many faculty desire to offer only classes in narrowly defined topics from already rather narrowly defined disciplines. Many of the faculty now at the University received their education in specialized graduate programs and, in many cases, conduct their research in even more narrowly defined topics. There is a tendency to avoid teaching assignments to broad, interdisciplinary classes.

A third constraint was the organizational structure of the university's academic units. For example, when the original General Education Program was proposed late in the 1940s, there was a single, interdisciplinary Social Science Department. The current General Education Committee had to deal with the individual departments of Geography, History, Home Economics, Political Science, Psychology, Sociology and Anthropology, and Social Work, all within one college, and two other social science departments, Economics and History, each in a different college. Each department had its own discipline and turf to protect and wanted its specialized class in the new program. The compromise solution was an arrangement of thirteen social science classes into three groups with students required to take a class from at least two of the three groups.

It must be noted, however, that in some cases departmentalization was overcome. An integrative American Civilization class which combines U.S. history and U.S. literature was proposed by a professor of history and a professor of literature and added to the program. A class titled

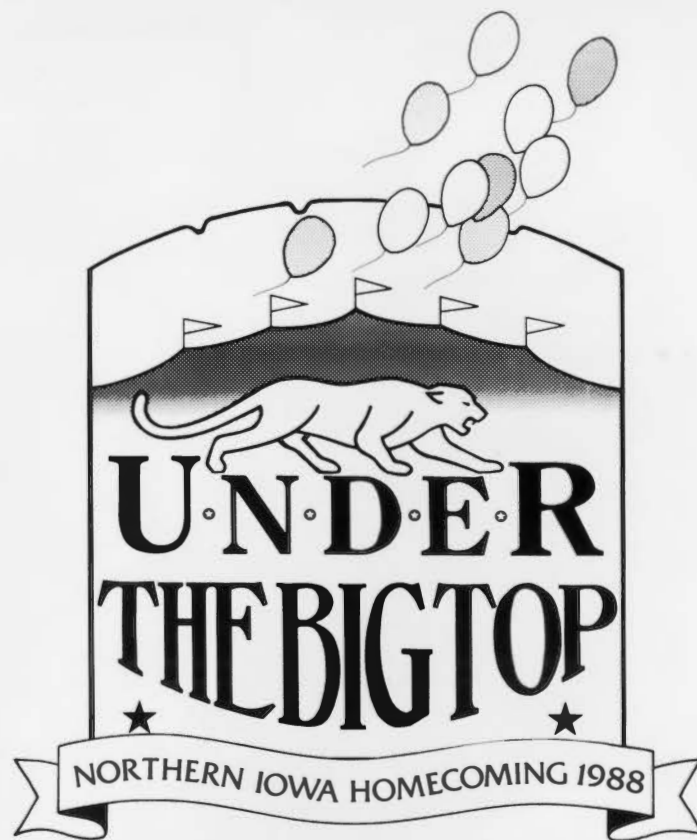
Arts in the Human Experience was proposed by professors of music, art, and theatre and was also added to the program.

Is the new program an improvement over the forty-hour program it will replace? Surely, the answer to this question is yes in light of the significant changes previously listed. However, those of us who were closely associated with the process of developing the new program are probably not completely objective in its evaluation. Perhaps Professor Lang, a key participant in the design of the original General Education Program in the late 1940s and a revered scholar and teacher, provided a more objective evaluation when in the same speech referred to earlier he said, "It takes an unusual faculty with unusual educational statesmanship . . . to vote for a general education program such as we had then and as you are now seeking to get."

The courses and the supporting statement of philosophy for a fine General Education Program are in place. Now it is up to the faculty to continue a commitment to the integrative and the essential.

Darrel Davis, associate professor of accounting, University of Northern Iowa, is the chairperson of the General Education Committee.

Perspective is a continuing feature of *The Nonpareil* that allows faculty, staff, alumni and friends of the University to express their views on various issues or present information of interest to readers. If you would like to be a guest columnist, please contact Editor, *The Nonpareil*, Office of Public Relations, University of Northern Iowa, Cedar Falls, Iowa 50614-0017, (319) 273-2761.



Homecoming Tailgate Party

Saturday, October 1

11 a.m. - 1 p.m.

Athletic fields west of UNI-Dome

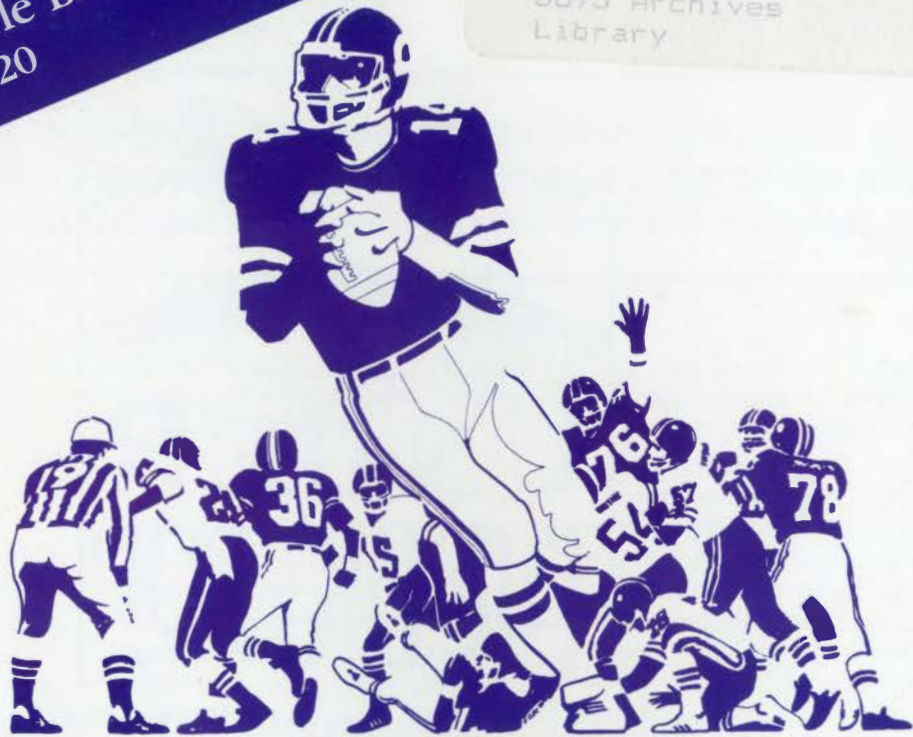
Food and drink available

Live music

Sponsored by the Northern Iowa Alumni Association

Panthers welcome Earle Bruce
See story page 20

3675 Archives
Library



Catch the action!
Panthers vs. Northern Arizona
Live on ESPN
November 3, 7 p.m. Mountain Time

The Nonpareil
University of Northern Iowa
Cedar Falls, Iowa 50614

Non-Profit Organization
U.S. Postage
PAID
Permit No. 62
Cedar Falls, Iowa 50613